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Memorial Day



Illinois

Peace Day

1915

MEMORIAL DAY

MAY THIRTIETH

1915



CIRCULAR 84

COMPILED BY

H. T. SWIFT

Department of Publicity

ISSUED BY

FRANCIS G. BLAIR

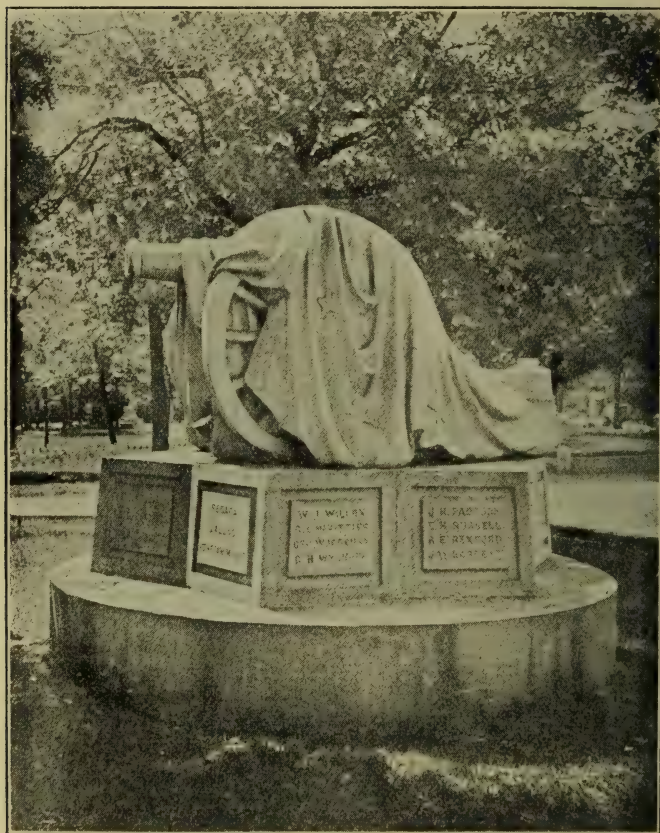
Superintendent of Public Instruction



SCHNEPP & BARNES, STATE PRINTERS
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1915

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THE BETTER ANGELS OF OUR NATURE

DECLARATION OF PEACE.

To Teachers and Pupils:

Words can not reveal the terrible meaning of war. Pictures and personal descriptions may arouse the imagination to a faint realization of it, but only those who have really experienced it know the awful definition of the word. It means more than battles, more than wounded and dead soldiers. Back of the broken homes, back of the destruction of property and life, back of the blight which it lays upon the physical or moral health of a nation—back of all these, lies the deep hatred which it engenders; a hatred which is more cruel and deadly than battles; a hatred that blinds the eyes, stops the warm pulsation of sympathetic hearts and dries up the generous impulses of the soul, that poisons and embitters the life of neighbors, friends, and relatives; a hatred that destroys, sooner or later, every individual or nation which it controls. Such a hatred was one of the worst results of our great Civil War.

How many Memorial Days, with their flowers and tears for the dead soldiers North and South, had come and gone; how many poems had been read and orations given over the graves of the blue and the gray before that hatred had sufficiently subsided to allow a real reunion of the hearts and minds of the people of the whole nation? The war had ended and the great Lincoln had prayed that the wounds might be healed and that the North and the South might be brought together in perfect unity and permanent peace. But the hearts of men and women were filled with hate. The altars of the church had been broken apart. Families had been torn asunder. Father and son were arrayed against each other, brother against brother. How this hatred reigned over us to prolong the bitterness and to keep us apart!

But the "better angels of our nature" have triumphed and, fifty years after the close of the war, bitterness and hatred have given place to good will and brotherly love. This year those who wore the blue and those who wore the gray are to meet upon a great battle field, there to attest their mutual respect and love. The graves of the union soldiers in southern lands will be decorated by the children of the South while the confederate graves in the North will be covered with northern flowers by northern hands. Surely the war is ended and this is the real declaration of peace.

F. G. Blair

Superintendent.

FROM—A CHANT OF HATE.

By ERNST LISSAUER, in Jugend.

Nothing could show more clearly the bitter hatred engendered by war than that expressed in one of the really great poems written during the present European War. The following quotation gives a glimpse of this terrible feeling:

A blow for a blow, a shot for a shot,
We fight the battle with bronze and steel,
And the time that is coming Peace will seal.
You will we hate with a lasting hate,
We will never forego our hate,
Hate by water and hate by land,
Hate of the head and hate of the hand,
Hate of the hammer and hate of the crown,
Hate of seventy millions, choking down.

MOTHERHOOD'S CHANT.

By McLANDBRUGH WILSON.

French or Russian, they matter not,
 German or English, as one begot.
 We bore them all and we bore them well,
 We went for them to the gates of hell,
 We are the makers of flesh and bone,
 We have one foe, one hate alone—
 WAR!

He is known to you all, he has called to you all,
 He crouches behind each boundary wall.
 He rides on the waves of a crimson flood,
 He rides on the tides of our children's blood,
 He lies of glory and sacrifice
 Of honor and fame and pomp he lies—
 WAR!

Come, let us stand in the Judgment Place
 And take an oath for the human race,
 An oath our daughters, and theirs, shall take.
 An oath no trumpet or drum can shake.
 We hate no sinner, we hate the sin,
 Not those who lose, not those who win.
 We, the makers of flesh and bone,
 We have one foe, one hate alone—
 WAR!

You take the folk of our pain to slay,
 That gold nor steel can ever repay.
 You shall we hate with a lasting hate,
 We will never forego our hate—
 Hate of the heart and hate of the womb,
 Hate of the cradle and hate of the tomb.
 And you shall answer and make reply
 For we are partners of God on high.
 What will you say before that Throne
 To Us, the makers of flesh and bone,
 WAR?



ABRAHAM LINCOLN WALKS AT MIDNIGHT.

By VACHEL LINDSAY.

It is portentous, and a thing of state
That here at midnight, in our little town
A mourning figure walks, and will not rest
Near the old court-house pacing up and down.

Or by his homestead, or the shadowed yards
He lingers where his children used to play;
Or through the market, on the well-worn stones
He stalks until the dawn-stars burn away.

A bronzed, lank man! His suit of ancient black
A famous high top-hat and plain worn shawl
Make him the quaint great figure that men love,
The prairie-lawyer, master of us all.

He cannot sleep upon his hillside now.
He is among us, as in times before!
And we who toss and lie awake for long
Breathe deep, and start, to see him pass the door.

His head is bowed. He thinks on men and kings.
Yea, when the sick world cries, how can he sleep?
Too many peasants fight, they know not why,
Too many homesteads in black terror weep.

The sins of all the war-lords burn his heart.
He sees the dreadnaughts scouring every main.
He carries on his shawl-wrapt shoulders now
The bitterness, the folly and the pain.

He cannot rest until a spirit-dawn
Shall come;—the shining hope of Europe free;
The league of sober folk, the Workers' Earth
Bringing long peace to Cornland, Alp and Sea.

It breaks his heart that kings must murder still,
That all his hours of travail here for men
Seem yet in vain. And who will bring white peace
That he may sleep upon his hill again?

THE AMERICAN FLAG.

ITS USE—ITS FORBIDDEN ABUSE.

The American flag is the symbol of the brotherhood of man. It stands for courage, for chivalry, for generosity and honor.

No hand must touch it roughly; no hand shall touch it irreverently.

Its position is aloft, to float over its children, uplifting their eyes and hearts by its glowing colors and splendid promise; for under the stars and stripes are opportunities unknown to any other nation of the world.

The Government commands the people to honor their flag. Men and boys should uncover as they pass the vivid stripes which represent the life blood of brave men, and the stars which shall shine on forever.

It must be raised at sunrise; lowered at sunset. It is not a plaything of the hour; it is a birthright of privilege and integrity.

It may not be used as staff, or whip, or covering.

It shall not be marred by advertisement, nor desecrated on the stage.

It was born in tears and blood. It was baptized in blood and tears.

It has floated since June 14, 1777, over a country of benevolence, refuge and progress.

It must always be carried upright.

To bear the Star Spangled Banner is an honor, to own one a sacred trust.

It is the emblem of freedom, of equality, of justice for every person and creature as it floats unvanquished—untarnished over the open door of free education.

IDA LOUISE GIBBS,

*Chairman, Committee on Prevention of Desecration of the Flag,
Daughters of the American Revolution, Massachusetts, 1912.*

MRS. J. G. DUNNING, *State Regent.*

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DECORATION DAY.

By MARTHA GILBERT DICKINSON BIANCHI.

Flags and the band and marching
 Of faithful veteran feet,
 Fathers, young men, and children
 With voices shrill and sweet;
 And Lincoln's spirit marching in every shining line,
 And Lincoln's peace and freedom lit with the smile Divine!

Flags and the band and marching—
 Banners that proudly wave,
 May green upon the meadows
 And on the soldier's grave;
 The boys in blue are ashes 'neath the lilacs on their sod,
 But their souls are free forever with Lincoln and with God!

Flags and the band and marching—
 And the drum-beat's steady throb.
 Pipe on above, O Robin,
 To drown a sudden sob!
 The laurel wreath for heroes dead! And a cheer for all the brave
 Who march with Lincoln's soul today to liberate and save!
—In The Outlook.



THE CHRIST OF THE ANDES.

THE CHRIST OF THE ANDES.

[This article and cut are furnished by the American Peace Society of Boston.]

The first anniversary, March 13, 1905, of the placing of the colossal statute of Christ on the Andean border between Chile and the Argentine Republic, 14,000 feet above the sea, has recalled the unique and impressive events which led to the erection of this remarkable peace monument. The story of this series of events is substantially as follows:

Five years ago these two prosperous and high-spirited republics of South America were on the verge of war. They were increasing their armaments to the utmost of their ability. They had each two gigantic warships of the latest pattern building in the shipyards of Europe. They were spending incredible sums of money upon these preparations for war, amounting, as was reported at the time, to five dollars annually per capita of their population.

What brought them so near to conflict was the revival of an old dispute which had caused much trouble and expense in the past, about the boundary between them on the Andes, a controversy involving the question of the title to about eighty thousand square miles of territory. The dispute had been rendered more acute by the discovery that in the Patagonian section the boundary was not continuously marked by mountain crests, and that there were valuable rivers in the regions sending their waters through the hills to the sea on the Chilean side. This discovery had caused Chile to put forward unexpected claims to certain parts of the region.

The British Ministers residing at Buenos Ayres and Santiago used their good offices with the two governments to prevent the calamity of war and to secure a peaceful settlement of the dispute. This effort to prevent hostilities was powerfully supported by Dr. Marcolino Benavente, Bishop of San Juan de Cuyo, Argentina, and Dr. Ramon Angel Jara, Bishop of San Carlos de Ancud, Chile. On Easter Sunday, 1900, during the festival of the Catholic Church at Buenos Ayres, Bishop Benavente made a fervent appeal in behalf of peace, and proposed that some day a statue of Christ should be placed on the Andean border between the two countries, where it might be seen by all comers and goers, and prevent, if possible, any recurrence of animosity and strife between the two republics. The two bishops traveled through their countries addressing crowds of men in the towns and villages. They were sustained by the local clergy and by the women, who labored enthusiastically for the policy of peace. Petitions were sent to the legislatures, and through these the executives were reached.

The result was that a treaty was entered into by the two governments, submitting the controversy to the arbitration of the King of England. He entrusted the case to eminent jurists and expert geographers, who examined it carefully, and in due time

submitted their decision, awarding a part of the disputed territory to one of the republics and a part to the other. The decision was cheerfully accepted by both.

Much gratified with the outcome of the arbitration, and urged forward by a powerful popular movement, the two governments then went further, and in June, 1903, concluded a treaty by the terms of which they pledged themselves for a period of five years to submit all controversies arising between them to arbitration, the first general arbitration treaty ever concluded. In a further treaty they agreed to reduce their armies to the proportions of police forces, to stop the building of the great battleships then under construction, and to diminish the naval armaments which they already possessed.

The provisions of these treaties, which have now been in force nearly two years, were carried out as fast as practicable. The land forces have been reduced, the heavy ordnance taken off the war vessels, and several of the vessels of the marine turned over to the commercial fleets. Work on the four great warships was immediately arrested, and some of them have been sold. One or two of them, unfortunately, went into the Japanese fleet off Port Arthur, in spite of the fact that both governments had, in the treaty, pledged themselves not to sell any ships to nations engaged in war. The vessels were bought under disguise by a firm in New York, and then turned over to Japan; after which neither of the governments would sell any vessels to either Russia or Japan.

The results of this disarmament—for it is a real disarmament—have been most remarkable. With the money saved by the lessening of military and naval expenses, internal and coast improvements have been made. Good roads have been constructed. Chile has turned an arsenal into a school for manual training. She is building a much needed breakwater in the harbor of Valparaiso, and has commenced systematically the improvement of her commercial facilities along the coast. One or two of Argentina's previous war vessels have gone into her commercial fleet and are now plying back and forth across the Atlantic in honorable and lucrative business. The great trans-Andean railway through the heart of the mountains, which will bring Buenos Ayres and Santiago within eighteen hours of each other and bind them together in the most intimate relations of trade and travel, will be completed this year.

But more significant than any of these material results has been the change in the attitude of the Argentines and Chileans toward each other. All the old bitterness and distrust have passed away, and the most cordial good feeling and confidence have taken their place.

The suggestion of Bishop Benavente as to the erection of a statue of Christ on the boundary at Puente del Inca was quickly carried into execution. As early as 1901, on the initiative of Senora de Costa, president of the Christian Mothers' Association of Buenos Ayres, one of the largest women's organizations in the world, the women of Buenos Ayres, who had already manifested the deepest

interest in the new movement, undertook the task of securing funds and having a statue created. The work was entrusted to the young Argentine sculptor, Mateo Alonso. When his design was completed and accepted, the statue was cast at the arsenal of Buenos Ayres from old cannons taken from the ancient fortress outside of the city.

It was more than a year from the time that it was cast until it was placed in its destined position. On May 21, 1901, the Chilean representatives, bearing the treaties for final ratification, came by sea to Buenos Ayres. They were met down the river and escorted to the city by a large fleet of gaily decked steamers. For a week there was a round of festivities. When the treaties were finally signed on the 28th day of May, Senora de Costa invited all the dignitaries present—cabinet officials, foreign ministers, bishops, newspaper men, generals, admirals, etc.—to inspect the statue of Christ in the courtyard of the college, and standing at its foot with the distinguished audience about her she pleaded that it might be placed on the highest accessible point of the Andes between the two countries.

It was not till in February, 1904, that the final steps were taken for its erection. It was carried by rail in huge crates from Buenos Ayres to Mendoza, then on gun carriages up the mountains, the soldiers and sailors themselves taking the ropes in critical places, where there was danger of the mules stumbling. Hundreds of persons had come up the night before and encamped on the ground to be present at the ceremony. The Argentines ranged themselves on the soil of Chile and the Chileans on the Argentine side. There was music and the booming of guns, whose echoes resounded through the mountains. The moment of unveiling, after the parts had been placed in position, was one of solemn silence. The statue was then dedicated to the whole world as a practical lesson of peace and good will. The ceremonies of the day, March 13, 1904, were closed, as the sun went down, with a prayer that love and kindness might penetrate the hearts of men everywhere.

The base of the statue is in granite. On this is a granite sphere, weighing some fourteen tons, on which the outlines of the world are sketched, resting upon a granite column twenty-two feet high. The figure of Christ above, in bronze, is twenty-six feet in height. The cross supported in his left hand is five feet higher. The right hand is stretched out in blessing. On the granite base are two bronze tablets, one of them given by the Workingmen's Union of Buenos Ayres, the other by the Working Women. One of them gives the record of the creation and erection of the statue; on the other are inscribed the words:

"Sooner shall these mountains crumble into dust than Argentines and Chileans break the peace to which they have pledged themselves at the feet of Christ the Redeemer."

It is not easy to compare events and say which is the greatest. But taking it all in all, the long quarrel of seventy years which it closed, the arbitration of the boundary dispute, the general treaty of arbitration and the practical disarmament which preceded it, the

remarkable transformation of public opinion expressed in its consummation, and the sublime prophecy of peace for the future which it gives not only for Chile and Argentina but for the whole world, the erection of the Christ of the Andes stands without parallel among the events of recent years.

CHRIST OF THE ANDES.

Christus Redemptor, Christ of Men!
Lo, Thou art here, art come again!
The loud-voiced cannon's lips are dumb,
Silenced the far-resounding drum,
The blood-red battle-flags are furled.
Thy voice is heard around the world,
It comes to us as unto them
Who watched at lowly Bethelam:—
"Peace! Peace on earth! To men good will!"
And War's emblazoned hosts are still,
The crimson battle-tide is stayed
The Covenant of Peace is made.

What is the monument that stands
Guarding the Friendship of the Lands?
Some hero proud, some monarch bold,
With sceptered hand and crown of gold?
Some soldier who with hosts of war,
His blood-red banners flung afar?
And with his gleaming sword of flame
Won for himself a deathless name?

Nay, look again, a face sublime
Is lifted o'er the wreck of time!
The face of Him who calmed the sea,
That conquered Death of Calvary!
Christ, the Redemptor, Sacrificed,
The Risen, Exalted, living Christ!

The living Christ! He speaks again
And sways the stubborn hearts of men,
His kingdom comes, His voice is heard
And Earth grows holy at His word!

Upon the mountain's crest we see
The Christ, the Cross of Calvary,
And on the monument old
This Covenant of Peace inscribed:
"Sooner these mountains sink to dust
Than we betray the holy Trust
Of lasting Peace and Brotherhood
Made at the feet of Christ, our Lord!"

—Bryon W. King in the Ohio Educational Monthly.

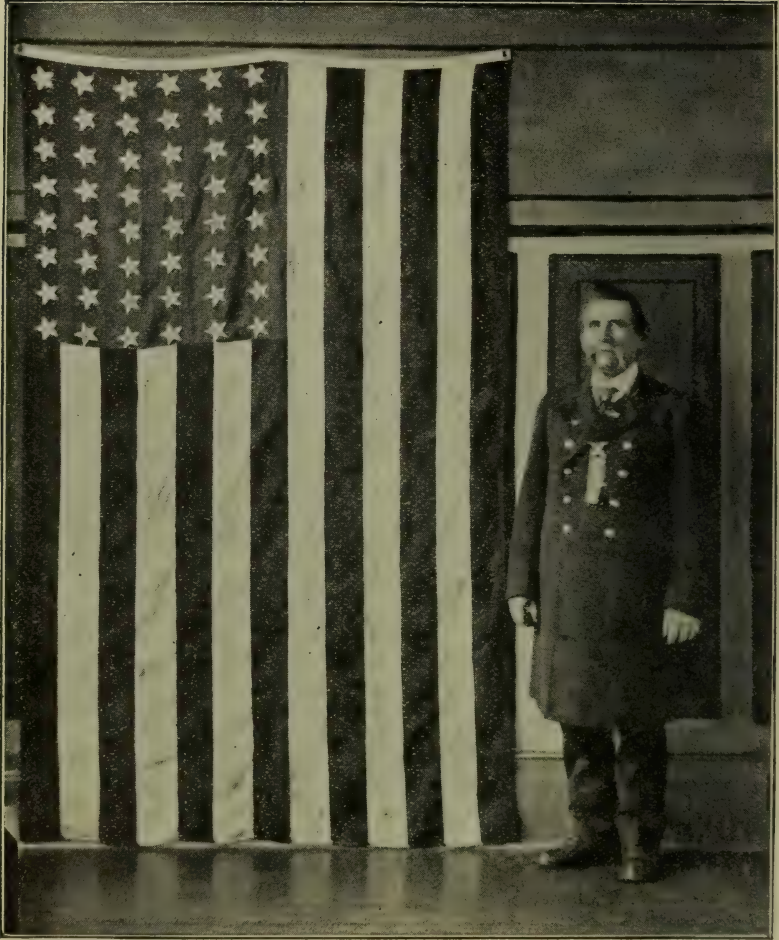
OUR FLAG.

Oh Flag of a resolute nation,
 Oh flag of the strong and free,
 The cherished of true hearted millions,
 We hallow thy colors, three.
 Three proud floating emblems of glory,
 Our guide for the coming time,
 The RED, WHITE and BLUE in their beauty,
 LOVE, gives them a meaning sublime.

Thy red is the deep crimson life stream,
 Which flowed on the battle plain,
 Redeeming our land from oppression,
 And leaving no servile stain.
 Thy white is a proud people's honor,
 Kept spotless and clear as light,
 A pledge of unfaltering justice,
 A symbol of truth and right.

Thy blue is our nation's endurance,
 And points to the blue above,
 The limitless, measureless azure,
 A type of our Father's love.
 Thy stars are God's witness of blessing,
 And smile at the foeman's frown,
 They sparkle and gleam in their splendor,
 Bright gems in the great world's crown.

Compliments of Geo. H. Thomas, Post No. 5, G. A. R.



J. W. CROWDER,
Past Department Commander, G. A. R.

DOMESTIC SCIENCE AND THE FLAG.

Mrs. E. Kennedy of Joliet, the Patriotic Instructor of the Daughters of Veterans, had a splendid conception of patriotism which may be adopted by all high school teachers and particularly those in domestic science. The plan is to secure the cooperation of the Board of Education in furnishing the material and the girls of the high school make up United States flags, to be presented to the old soldiers of the neighborhood, to the G. A. R. Post and to the school for use in celebrating patriotic occasions.

One of the flags made in the Joliet Public Schools was presented to Mr. J. W. Crowder, Past Department Commander G. A. R., at the annual encampment held at Mattoon in June, 1914. On the opposite page is shown the flag and its recipient. This incident furnishes a suggestion for our teachers of Domestic Science. Every pupil in the Domestic Science class makes many things which are purely individual, but the entire class should unite in making something for the school. What could be a better aim and result of such united effort of a Domestic Science class than the making of a flag? The same spirit that flowed over the fingers of Betsy Ross when she fashioned the first flag for the American Colonies, may touch the hearts of every girl who follows that noble example in the making of a flag.

After the making of the flag for the school, the class could make one for the G. A. R. Post and present it in somewhat the same way this one was presented.

AMERICA FOR ME.

Oh, London is a man's town, there's power in the air;
And Paris is a woman's town, with flowers in her hair;
And it's sweet to dream in Venice, and it's great to study Rome;
But when it comes to living, there is no place like home.

I know that Europe's wonderful, yet something seems to lack;
The past is too much with her, and the people looking back.
But the glory of the present is to make the future free—
We love our land for what she is and what she is to be.

Oh it's home again, and home again, America for me!
I want a ship that's westward bound to plow the rolling sea,
To the blessed Land of Room Enough beyond the ocean bars,
Where the air is full of sunlight and the flag is full of stars.

—HARRY VAN DYKE.

CELEBRATION OF MEMORIAL DAY.

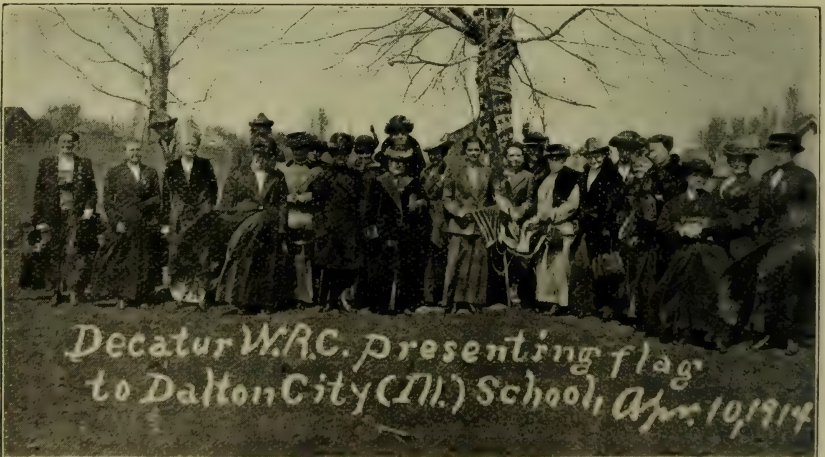
[(Miss) CELESTE E. BAIRD, Dalton City, Ill.]

The Dalton City School dedicated a tree to the G. A. R. April 11, 1914, the last day of school. The dedicatory service was in the hands of the Dunham Post of the G. A. R. of Decatur. There were twenty-four of the Dunham Post, four of the Pugh Post of



Dalton City, and twenty-three members of the W. R. C. of Decatur present.

The dedicatory service at the tree began at 11 o'clock. Immediately after this service the W. R. C. presented the school a flag.



The crowd then adjourned to a nearby church where dinner was served by the patrons of the school. A short patriotic program was given in the auditorium of the church. One of the most

interesting numbers of the program was an address by W. F. Calhoun of Decatur.

The teachers for the year were Thomas Sheehy, principal, Celeste E. Baird and Annis Clark.

April 2d, 1915, at the close of the school term for that year the school again observed its memorial day. The Dunham Post and the W. R. C. of Decatur were invited and there were twenty-nine of the veterans and twenty-three of the W. R. C. who attended. The patrons served a 12 o'clock dinner in the Christian Church.

At 1 o'clock a patriotic program was given in the church auditorium. Some of the most interesting numbers of the program were: Lincoln's Gettysburg Speech, by H. J. Yarnell, Commander of the G. A. R. Post of Decatur; an address by Mrs. Inez Bender, Department President of the W. R. C.; an address, "Our Flag," by Mrs. Shultz of the W. R. C. of Decatur, and an address by W. F. Calhoun of Decatur. The rest of the program was given by the Dalton City School.

There were only three of the veterans of the Pugh Post of Dalton City able to attend the services.

The teachers for the year were Laura E. Roney, Principal, Celeste E. Baird and Annis Clark.

HOW TO DISPLAY THE FLAG.

When and how the national flag should be displayed at full staff is plainly set forth in a circular issued by the Sons of the Revolution. These are the dates and the directions:—

Lincoln's Birthday, February 12.

Washington's Birthday, February 22.

Battle of Lexington, April 19.

Memorial Day, May 30. On Memorial Day the flag should fly at half staff from sunrise to noon, and full staff from noon to sunset.

Flag Day, June 14.

Battle of Bunker Hill, June 17.

Independence Day, July 4.

Battle of Saratoga, October 17.

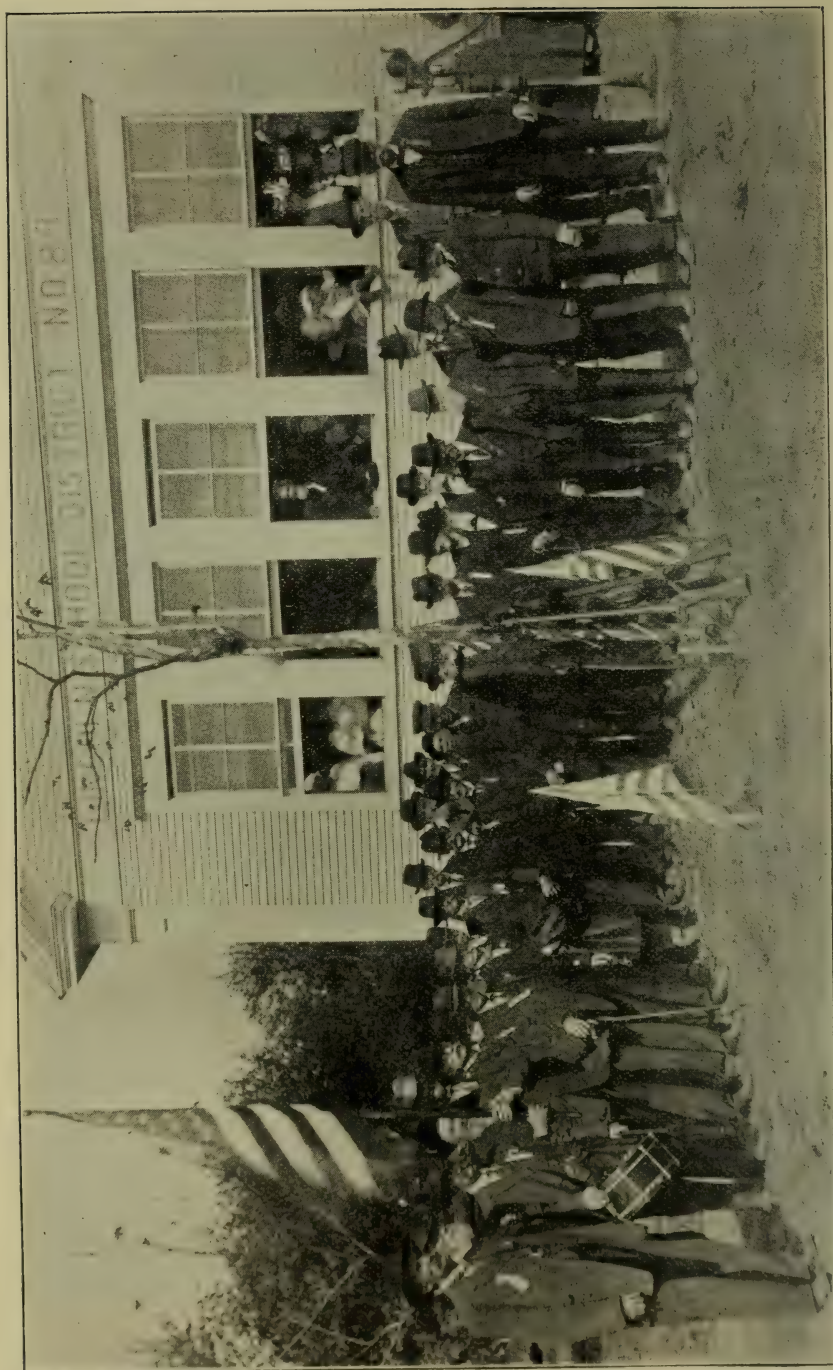
Surrender of Yorktown, October 19.

Evacuation Day, November 25.

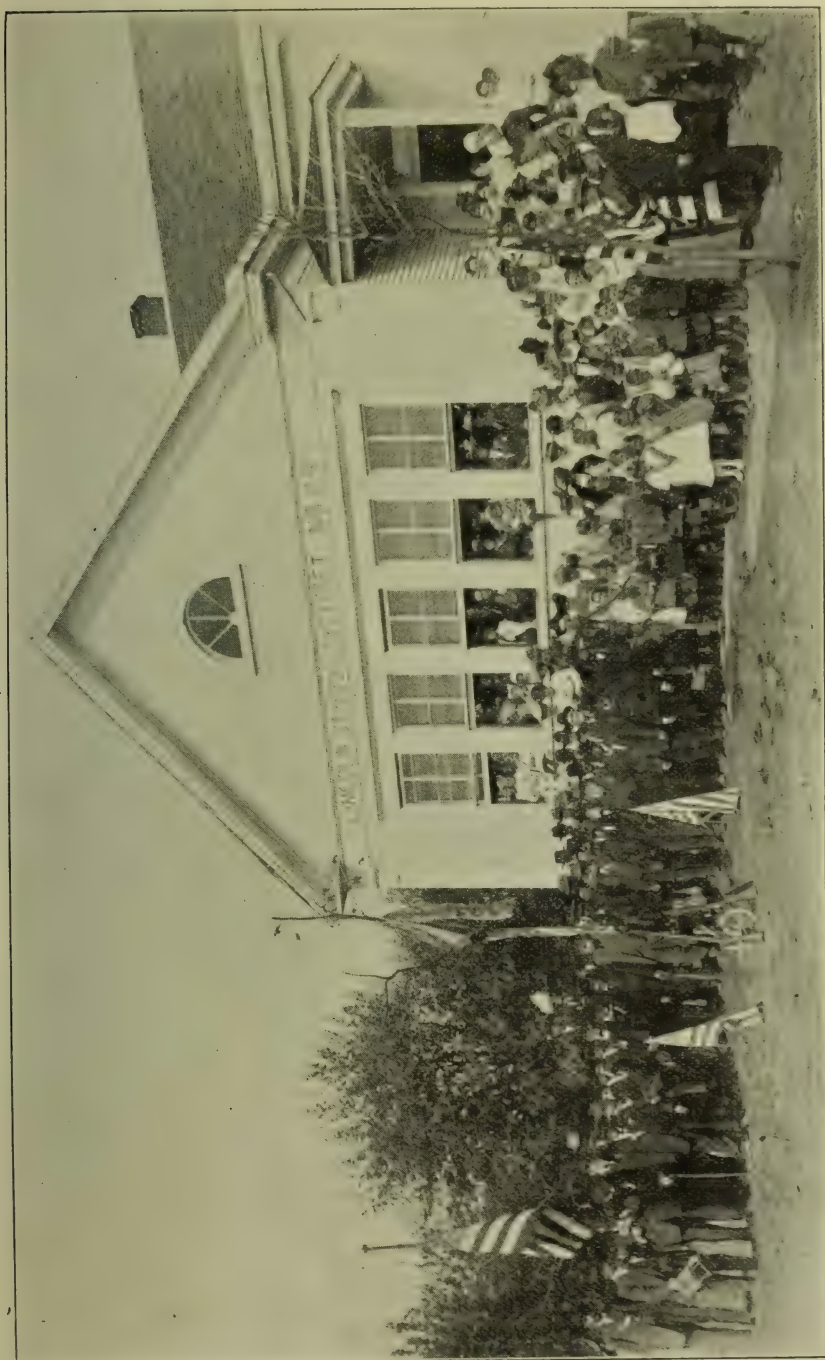
The flag should not be hoisted before sunrise, nor allowed to remain up after sunset.

At retreat, sunset, civilian spectators should stand at attention and uncover during the playing of "The Star Spangled Banner." Military spectators are required by regulation to stand at attention and give the military salute. During the playing of the hymn at retreat the flag should be lowered, but not then allowed to touch the ground.

When the national colors are passing on parade, or in review, the spectators should, if walking, halt, and if sitting, arise, and stand at attention and uncover.—Journal of Education.



THE PLANTING OF A MEMORIAL DAY TREE.



A DECORATION WHICH WILL NOT FADE IN A FEW DAYS BUT WHICH WILL LAST FOR ONE HUNDRED YEARS.

SONG FOR MEMORIAL DAY.

By FRANK E. HERRICK.

Tune: "America."

Old soldiers, over thee
 The flag is floating free
 And full of stars;
 Proud of the noble band
 That gave it to our land,
 Preserved by valor's hand
 And battle scars!

In smoke and flame it flew
 Above the hosts of blue
 On fields of war;
 Through treason's iron rain
 You bore it without stain
 Upon the crimson plain
 In days of yore!

Your heads are whitened now
 And time upon your brow
 Has left its trace,
 And slower now your tread
 Than when the charge was led
 And Freedom's foemen fled
 Before your face!

Yet in your matchless eye
 As the thinned lines go by
 We see the gleam
 And spirit as of old
 When clouds of conflict rolled
 To keep the starry fold
 Without a seam!

In gratitude and love
 Pure as the stars above
 This day we keep
 For men the world reveres,
 For those who live, our cheers,
 And a great nation's tears
 For those who sleep!

Wheaton, Ill., May, 1914.

THE UNITED STATES OF EUROPE.

In August, 1849, there met in Paris the International Peace Congress. At the present time when practically all Europe is engaged in war, peculiar interest attaches to the address of welcome given before the delegates to that Congress by Victor Hugo. We are presenting portions of that address:

*"Gentlemen:—*Many of you have come from the most distant points of the globe, your hearts full of holy and religious feelings. You count in your ranks men of letters, philosophers, ministers of the Christian religion, writers of eminence, and public men justly popular for their talents. You, gentlemen, have wished to adopt Paris as the center of this meeting, whose sympathies, full of gravity and conviction, do not merely apply to one nation, but to the whole world. You come to add another principle of a still superior—of a more august kind—to those that now direct statesmen, rulers, and legislators. You turn over, as it were, the last page of the Gospel—that page which imposes peace on the children of the same God; and in this capital, which has as yet only decreed fraternity among citizens, you are about to proclaim the brotherhood of mankind.

Gentlemen, we bid you a hearty welcome! In the presence of such a thought and such an act, there can be no room for the expression of personal thanks. Permit me, then, in the first words which I pronounce in your hearing, to raise my thoughts higher than myself, and, as it were, to omit all mention of the great honor which you have just conferred upon me, in order that I may think of nothing else than the great thing which we have met to do.

Gentlemen, this sacred idea, universal peace, all nations bound together in a common bond, the Gospel for their supreme law, mediation substituted for war—this holy sentiment, I ask you, is it practicable? Can it be realized? Many practical men, many public men grown old in the management of affairs, answer in the negative. But I answer with you, and I answer without hesitation. Yes! and I shall shortly try to prove it to you. I go still further. I do not merely say it is capable of being put into practice, but I add that it is inevitable, and that its execution is only a question of time, and may be hastened or retarded. The law which rules the world is not, cannot be different from the law of God. But the divine law is not one of war—it is peace. Men commenced by conflict, as the creation did by chaos. Whence are they coming? From wars—that is evident. But whither are they going? To peace—that is equally evident. When you enunciate those sublime truths, it is not to be wondered at that your assertion should be met by a negative; it is easy to understand that your faith will be encountered by incredulity; it is evident that in this period of trouble and of dissension the idea of universal peace must surprise and shock, almost like the apparition of something impossible and ideal; it is quite clear that all will call it utopian; but for me, who am but an obscure laborer in this great work of the nineteenth century, I accept this opposition without being astonished or discouraged by it. Is it possible that you can do otherwise than turn aside your head and shut your eyes, as if in bewilderment, when in the midst

of the darkness which still envelopes you, you suddenly open the door that lets in the light of the future?

Gentlemen, if four centuries ago, at the period when war was made by one district against the other, between cities, and between provinces—if, I say, some one had dared to predict to Lorraine, to Picardy, to Normandy, to Brittany, to Auvergne, to Provence, to Dauphiny, to Burgundy,—“A day shall come when you will no longer make wars—a day shall come when you will no longer arm men one against the other—a day shall come when it will no longer be said that the Normans are attacking the Picards, or that the people of Lorraine are repulsing the Burgundians:—you will still have many disputes to settle, interests to contend for, difficulties to resolve; but do you know what you will substitute instead of armed men, instead of cavalry and infantry, of cannon, of falconets, lances, pikes and swords:—you will select, instead of all this destructive array, a small box of wood, which you will term a ballot-box, and from which shall issue—what?—an assembly—an assembly in which you shall all live—an assembly which shall be, as it were, the soul of all—a supreme and popular council, which shall decide, judge, resolve everything—which shall make the sword fall from every hand, and excite the love of justice in every heart—which shall say to each, ‘Here terminates your right, there commences your duty: lay down your arms! Live in peace!’ And in that day you will all have one common thought, common interests, a common destiny; you will embrace each other, and recognize each other as children of the same blood, and of the same race; that day you will no longer be hostile tribes,—you will be a people; you will no longer be Burgundy, Normandy, Brittany, or Provence,—you will be France! You will no longer make appeals to war—you will do so to civilization.” If, at the period I speak of, some one had uttered these words, all men of a serious and positive character, all prudent and cautious men, all the great politicians of the period, would have cried out, “What a dreamer! what a fantastic dream! How little this pretended prophet is acquainted with the human heart! What ridiculous folly! what an absurd chimera!” Yet, gentlemen, time has gone on and on, and we find that this dream, this folly, this absurdity, has been realized! And I insist upon this, that the man who would have dared to utter so sublime a prophecy would have been pronounced a madman for having dared to pry into the designs of the Deity. Well, then, you at this moment say—and I say it with you—we who are assembled here, say to France, to England, to Prussia, to Austria, to Spain, to Italy, to Russia—we say to them, “A day will come when from your hands also the arms you have grasped will fall. A day will come when war will appear as absurd, and be as impossible, between Paris and London, between St. Petersburg and Berlin, between Vienna and Turin, as it would be now between Rouen and Amiens, between Boston and Philadelphia. A day will come when you, France—you, Russia—you, Italy—you, England—you, Germany—all of you, nations of the Continent, will, without losing your distinctive qualities and your glorious individuality, be blended

into a superior unity and constitute a European fraternity, just as Normandy, Brittany, Burgundy, Lorraine, Alsace,¹ have been blended into France. A day will come when the only battle-field will be the market open to commerce and the mind opening to new ideas. A day will come when bullets and bombshells will be replaced by votes, by the universal suffrage of nations, by the venerable arbitration of a great Sovereign Senate, which will be to Europe what the Parliament is to England, what the Diet is to Germany, what the Legislature Assembly is to France. A day will come when a cannon will be exhibited in public museums, just as an instrument of torture is now, and people will be astonished how such a thing could have been. A day will come when those two immense groups, the United States of America and the United States of Europe, shall be seen placed in presence of each other, extending the hand of fellowship across the ocean, exchanging their produce, their commerce, their industry, their arts, their genius, clearing the earth, peopling the deserts, improving creation under the eye of the Creator, and uniting, for the good of all, these two irresistible and infinite powers, the fraternity of men and the power of God." Nor is it necessary that four hundred years should pass away for that day to come. We live in a rapid period, in the most impetuous current of events and ideas which has ever borne away humanity; and at the period in which we live, a year suffices to do the work of a century. * * * * *

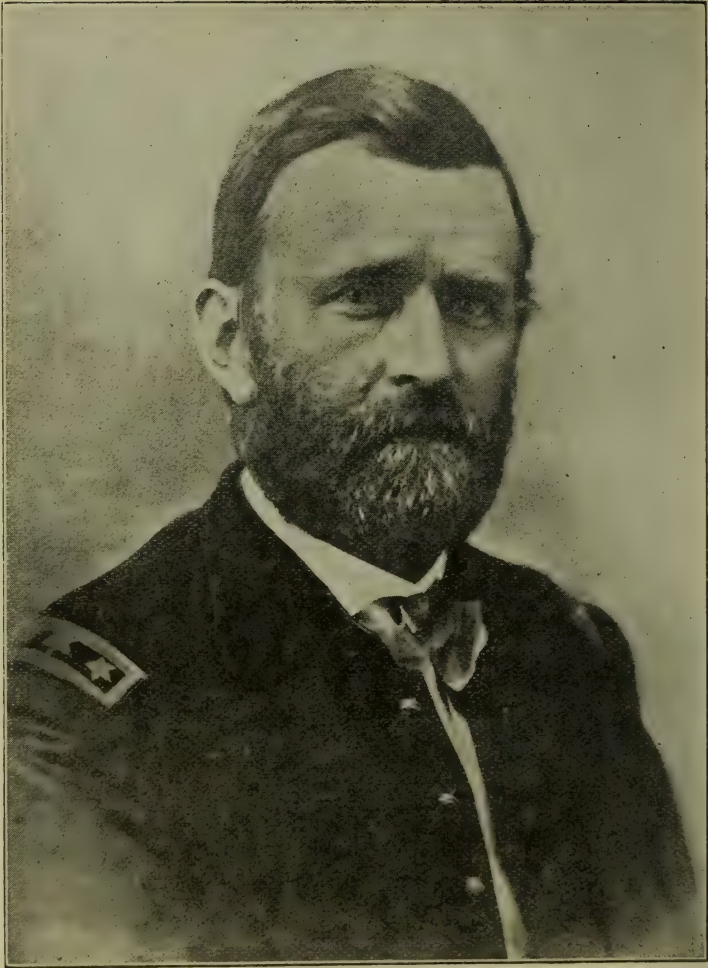
Gentlemen, I say in conclusion, and let us be encouraged by this thought, mankind has not entered on this providential course today for the first time. In our ancient Europe, England took the first step, and by her example declared to the people, "You are free!" France took the second step, and announced to the people, "You are sovereigns!" Let us now take the third step, and all simultaneously, France, England, Germany, Italy, Europe, America—let us proclaim to all nations "You are brethren!"

¹The address was written twenty-two years before Alsace and Lorraine became a German Crown land by the Treaty of Frankfort.

LINCOLN—HIS CLASS.

In what class shall we place our Lincoln? In what eternal company may we expect to find him? Without being or intending to be irreverent, it seems easy to limit those who are entitled to his companionship. The Ten Commandments thundered from Mount Sinai by Moses are the basis of all real religion, whatever its form or whatever the designation of its creed. The Emancipation Proclamation of Lincoln forms the basis of all true government; it fixes the stigma upon slavery which the Ten Commandments fixed upon sin. The author of each was stricken down before he reached the promised land. If we were to find them in companionship in eternity, receiving the affectionate caresses of Him who died on Calvary the vision would not surprise us, and it were difficult to decide whom else we could add to the group.

—ALEXANDER SULLIVAN, *Chicago*.



GEN. ULYSSES S. GRANT.



HOUSE OCCUPIED BY GEN. GRANT IN GALENA.



STATUTE OF GRANT IN GALENA.



BRING YOUR WREATHS AND GARLANDS FAIR.

MEMORIAL DAY.

By WILLIAM F. McCORMACK.

Bring your wreaths and garlands fair,
 Strew the roses 'round,
 For a hero's sleeping there
 Under every mound.
 Leave the flag they held so dear
 For their history,
 Flowers for love—perhaps, a tear
 For a memory.

Ah, their coats were bright and blue
 In a gallant row,
 And their hearts were light and true—
 Fifty years ago;
 And their shibboleth was Right
 Their reliance Faith,
 When the long line past from sight
 Marching on to death.

Gettysburg and Malvern Hill,
 Oh, the fights they made!
 Wilderness and Chancellorsville,
 Oh, the price they paid!
 Oh, the lesson that they taught
 And the strength they gave,
 And the flaring fields they fought—
 And the nameless grave.

Come away; they are not dead
 Whose renown is fair—
 See, a nation bows the head
 In a hallowed prayer;
 "God of Heroes, who didst fill
 Them with purpose pure,
 May their souls be with us still
 May their strength endure!"

—*In the Independent.*

THE PATRIOTISM OF PEACE.

In the past patriotism has been intimately associated with the passion and enterprise of war because love of country was primarily the instinct of self-protection and self-preservation, and has been most often evoked by the exigency of national peril. But true love of country, like true love of family, includes much more than the instinct or the duty of self-preservation. Certainly man is under sacred obligation to protect his family, to guard his home from invasion, even at the risk of his life; but he is under obligation, also, to provide for the material support of his family and to seek its economic welfare and development. Further, he is under obligation to protect his family from the evils of ignorance and disease and vice and to promote its intellectual advancement and moral culture and discipline. That is, he must do all that lies in his



PATRIOTISM AND EDUCATION.

power to secure the integrity and enhance the well-being of the family, physical, economic, intellectual and moral.

Hence patriotism involves much more than willingness to risk life in battle for his country's security from foreign or domestic foes. It involves also concern for the nation's economic development and puts citizens under obligation to be industrious and thrifty and enterprising. The true patriot can never be a parasite. The silent, patient toilers in the fields and the shops and the mines are serving the country as truly as the soldiers in the trenches or on the march or in battle. The organizers and directors of industrial forces also are patriots, if their work is done in the spirit of unselfish regard for the common good. The same is true of the

merchant, the banker, the judge, the teacher, the editor, the physician, the policeman, the fireman, the minister of religion—every man and woman who, while pursuing an individual enterprise, is also conserving and increasing the general welfare. But patriotism involves a deliberate and purposed consideration of national affairs. It is a recognition and acceptance of duties to the State. It makes the citizen a conscientious voter. It charges him with responsibility for the administration of government and the execution of the laws. It makes him a guardian of public health and of public morals. It makes him a promoter of education and reform. It makes him a watchful observer of legislative action and of public officials. In a word, the true patriot is a good citizen as well as, on occasion of need, a willing and valiant soldier.

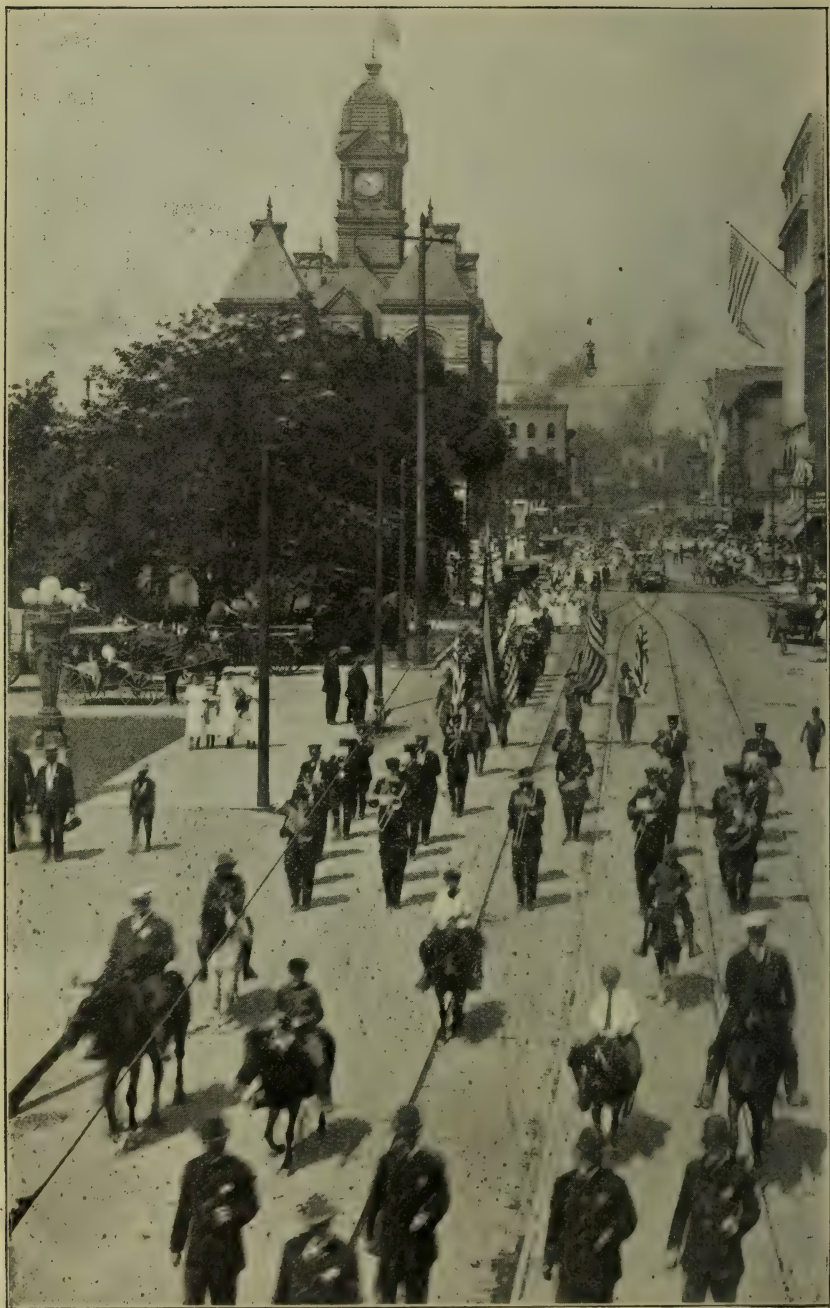
We honor the dead who fell in the war to save the Union not simply because they were soldiers, such they were not by vocation nor by training, except during the national exigency created by the Rebellion; we honor them because in the hour of need they were ready to lay their lives on the altar of sacrifice for their country. We honor them heartily, with full measure of grateful appreciation. But we should honor not less genuinely the man who makes his vocation a service to the nation, the man who is a faithful and incorruptible official, the man who steadily throws the weight of his influence as a worker and a voter on the side of honesty and cleanliness and enlightenment and righteousness. The soldier has had his meed of praise through all the centuries; all people have done homage to him; poets and artists have immortalized him in noble verse and enduring bronze and glowing canvas. The day has come for just appreciation of the patriot in time of peace. The vocation of the soldier passes. As surely as human progress continues, so surely will the nation cease to learn war, and machine guns and battleships will be relegated to historical museums. The arts and enterprises of peace command the future.

—PHILIP S. MOXOM.

GOOD CITIZENSHIP.

It is easy to wave a flag, to cheer an eminent statesman, to exult in some achievement by land or sea. But our imaginations are too dull to realize either the grandeur of the State in its splendid opportunities for promoting the welfare of the masses, or the fact that the nobility of the State lies in its being the true child, the true exponent, of the enlightened will of a right-minded and law-abiding people. Absorbed in business or pleasure, we think too little of what our membership in a free nation means for the happiness of our poorer fellow-citizens. The eloquent voice of a patriotic reformer sometimes breaks our slumber. But the daily round of business and pleasure soon again fills the mind, and public duty fades into the background of life. This dullness of imagination and the mere indolence which makes us neglect to stop and think, are a chief cause of that indifference which chokes the growth of civic duty.

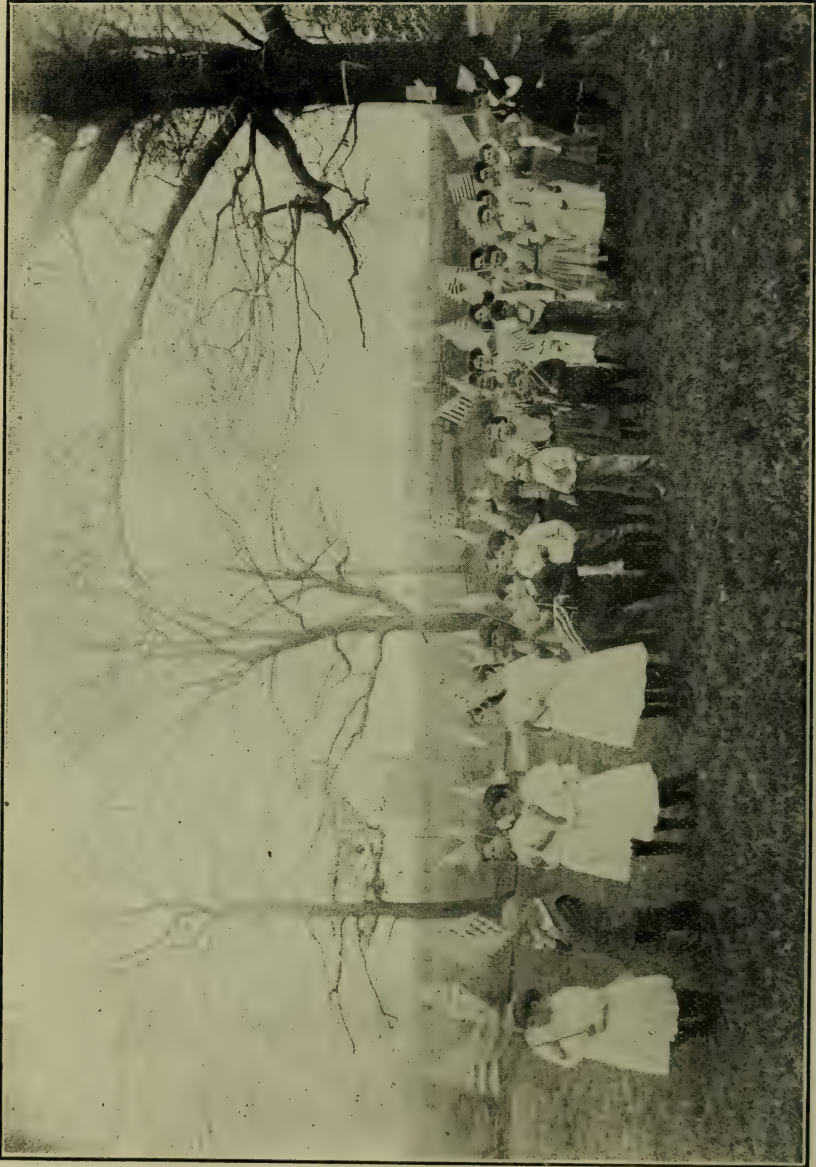
—JAMES BRYCE.



THE CHILDREN IN ONE OF OUR LARGE COSMOPOLITAN CITIES,



LEARNING LOVE AND RESPECT FOR THE FLAG.



FOR PEACE THE DAY MUST GAIN.

THE COMING DAY OF PEACE.

(Tune: Battle Hymn of the Republic.)

Mine eyes have seen the dawning
 Of a bright and glorious day,
 When the war god's reign of anguish
 Shall fore'er have passed away
 When the Prince of Peace in beauty
 O'er the nations shall hold sway,
 For truth the day must gain.

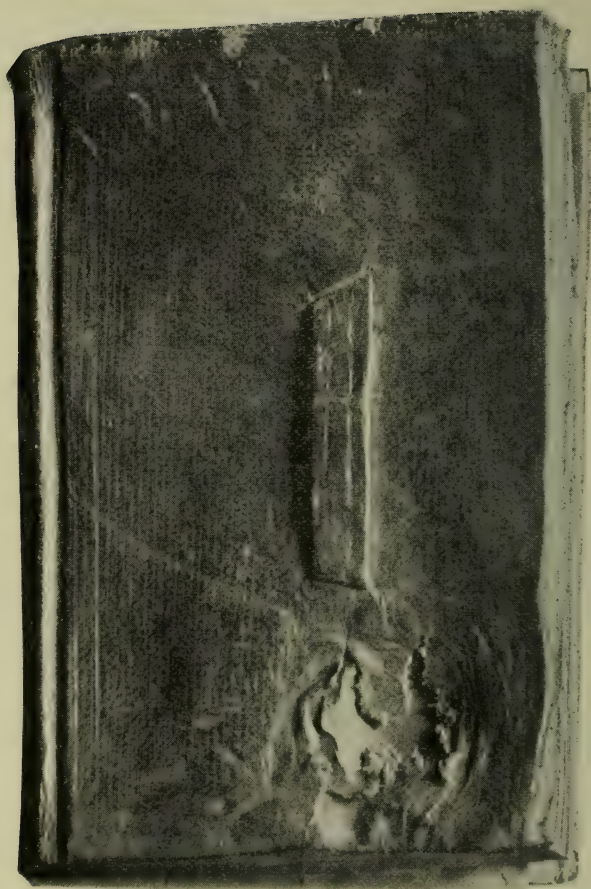
Chorus.

Glory, glory, hallelujah! Glory, glory, hallelujah!
 Glory, glory, hallelujah! The Prince of Peace shall reign.

No more shall mangled corpses
 Strew the cursed battle plain,
 While the tears of stricken women
 Fall like floods of scalding rain,
 And the nation's hands are branded
 With the bloody mark of Cain,
 For peace the day must gain.

The plow in peaceful industry
 Shall supersede the sword,
 And the pruning hook the bloody spear,
 For so hath said His word;
 While the nations trust for safety
 In the banner of the Lord,
 For peace at last must reign.

—Virginia Journal of Education.



LIEUT. SHIPLEY'S TESTAMENT.

Written on the inside cover: "William Shipley, with the kind regards and best wishes of
his friend, Annie Cox."

LIEUT. WILLIAM SHIPLEY.

Lieut. William Shipley was born in Germany November 2, 1839. Came to America in 1845, and was bound to me on the 22d of August of the same year, as a domestic servant. He had but one single garment on, a shirt, when I took him.

At the age of 17 I put him to learn the trade of a carpenter, having previously given him a good education. He worked at the carpenter's business for several years, but continued to be a member of my family. He was a young man of unusually good sense, fine intelligence, much refinement of feeling, high sense of honor, pure life, and exemplary piety, being a member of the Presbyterian church, and lived as a member of my family in the most intimate relation of friendship.

He was First Lieutenant in Company A, 27th Regiment, Illinois Volunteers, and fell mortally wounded in the battle of Belmont at 4:00 P. M., November 7, 1861, and lay upon the battle field until 10:00 A. M. the next day. His body was removed under a flag of truce, and he died in the hands of his friends about sundown of the same day, November 8, 1861, aged 22 years and 6 days.

The Testament, shown on opposite page, was in the breast pocket of his coat, and saved his life early in the action. When found on the field this was all that remained with him. The enemy had robbed him of his sword, pistols, watch and pocket-book. He sacrificed his life protecting the rear of his regiment when hard pressed in retreat, having acted with great gallantry through the day, and refusing to quit his post while danger threatened.

His body was brought to my house in Quincy, Illinois, and buried with military and civic honors, November 13, 1861, an immense concourse of people attending his funeral.

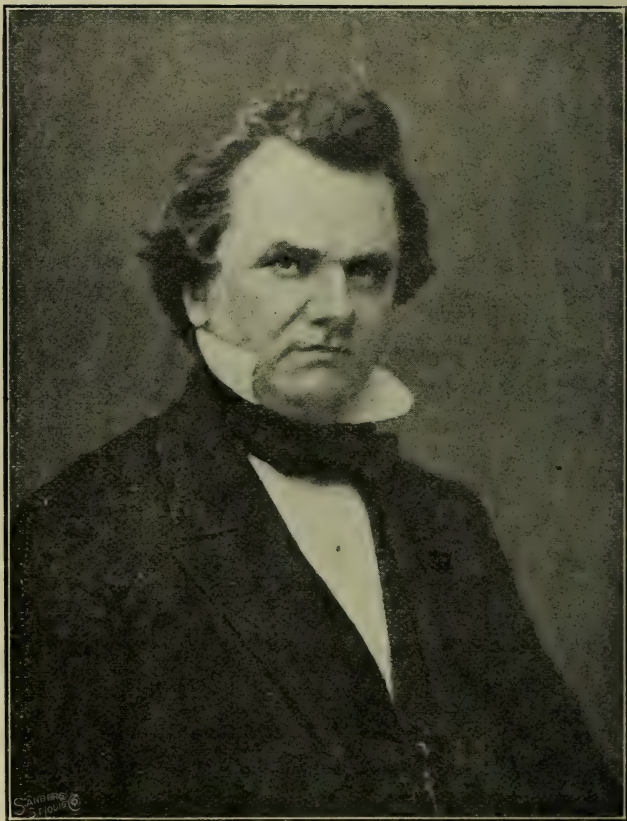
(Signed) D. H. BROWNING,
Quincy, Ill., November 14, 1861.

The above with the little Testament was presented to Memorial Hall by N. B. Robertson, Berlin, Illinois, September 24, 1914.

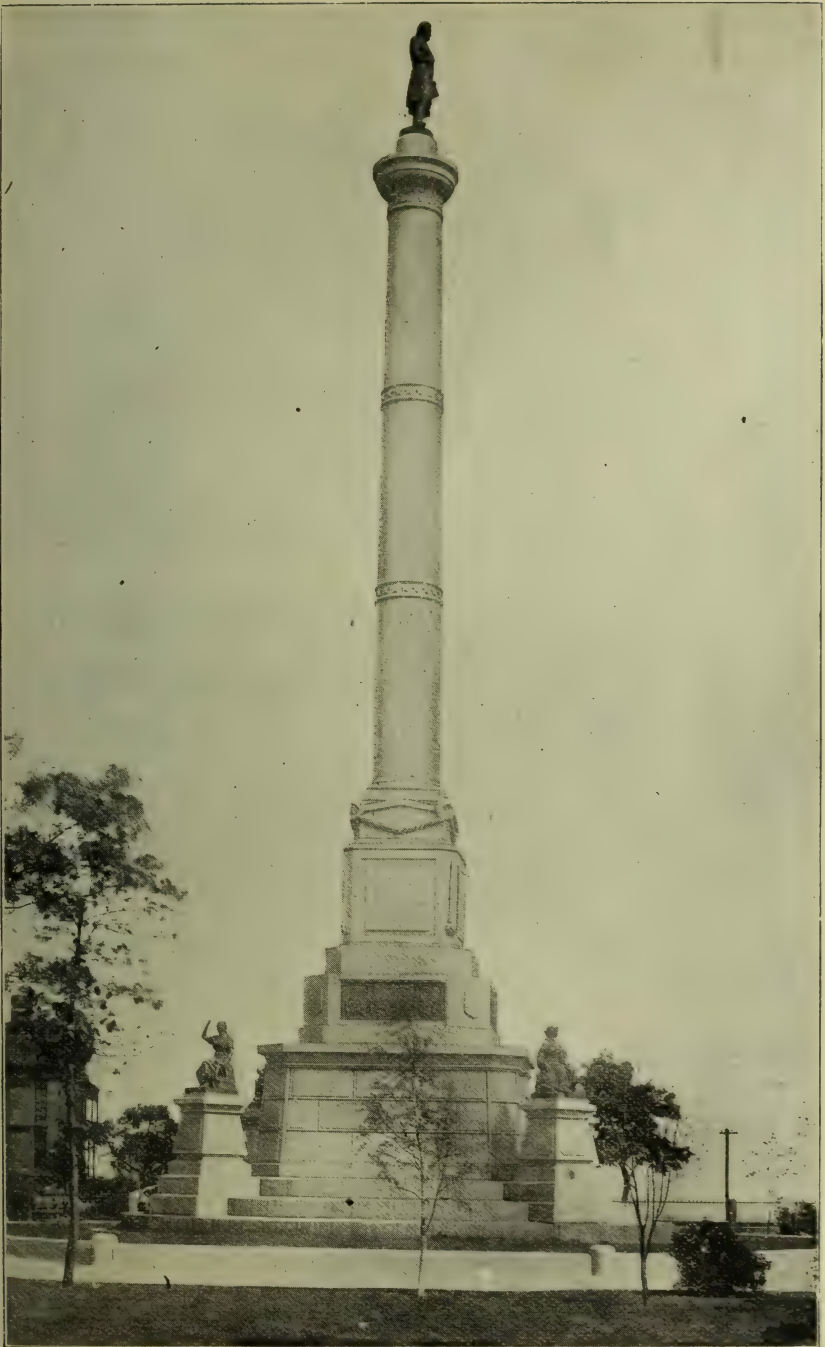
They are placed by the Regimental flag.

GRAND ARMY WILL BE EXTINCT.

Veterans of the Civil War will become extinct in 1950. This is the statement based on careful calculations made by insurance actuaries. There will be 347 veterans alive in 1930, and ten years later the number will be reduced to 23. The last survivor of the War of the Rebellion will die in 1950 and history alone will be left to tell of the stirring deeds of that great struggle. This is the conclusion of men who are competent to estimate the length of human life.



STEPHEN A. DOUGLAS.



DOUGLAS MONUMENT.

SALUTE TO THE FLAG.

Issued by the Grand Army of the Republic.

Adopted by the Woman's Relief Corps.

At the given hour in the morning the pupils are assembled and in their places in the school. A signal is given by the principal of the school. Every student or pupil rises in his place. The Flag is brought forward to the principal or teacher. While it is being brought forward from the door to the stand of the principal or teacher, every pupil gives the Flag the military salute, which is as follows:

The right hand uplifted, palm upward, to a line with the forehead, close to it. While thus standing with the palm upward and in the attitude of salute, all the pupils repeat together slowly and distinctly the following pledge:

"I pledge allegiance to my Flag and to the Republic
for which it stands: One Nation, indivisible, with Liberty
and Justice for All."

At the words "To My Flag," each one extends the right hand gracefully, palm upward, toward the Flag, until the end of the pledge of affirmation. Then all hands drop to the side. The pupils, still standing, all sing together in unison the song "America"—"My Country, 'tis of Thee."

In the primary departments where the children are very small, they are taught to salute in silence, as an act of reverence, unaccompanied by any pledge. At a signal, as the Flag reaches its station, the right hand is raised, palm downward, to a horizontal position against the forehead, and held there until the Flag is dipped and returned to a vertical position. Then, at a second signal, the hand is dropped to the side, and the pupil takes his seat. The silent salute conforms very closely to the military and naval salute to the Flag.

Principals may adopt the "silent salute" for a daily exercise and the "pledge salute" for special occasions.

Compiled by Allan C. Bakewell.

HIGHER BATTLES.

Would you see loyalty, implicit obedience, and the complete acceptance of a law which is supreme? Where will you find them so absolute as in the eager intensity with which the scientist watches the face of Nature to catch the slightest intimation of her will? Would you see magnanimity? Where is it so entire as in the heart of the true merchant who feels the common wealth surrounding his personal fortunes and furnishing at once the sufficient means and the worthy purpose of his becoming rich? Would you see self-surrender? Its noblest specimens have not been on the field of battle where the dying soldier has handed the cup of water to his dying foe. They have been in the lanes and alleys of great cities where quiet and determined men and women have bowed before the facts of human brotherhood and human need, and given the full cups of their entire lives to the parched lips of their poor brethren. We learned during the great war that the heroism of the President might be every whit as great and splendid as the heroism of the General. The enthusiasm of the truth-seeker may be as glowing and unselfish as the enthusiasm which scales the height and captures the citadel with the resistless sword.

There is nothing good or glorious which war has brought forth in human nature which peace may not produce more richly and more permanently. When we cease to think of peace as the negative of war, and think of war as the negative of peace, making war and not peace the exception and interruption of human life, making peace and not war the type and glory of existence, then shall shine forth the higher soldiership of the higher battles. Then the first military spirit and its works shall seem to be but crude struggles after, and rehearsals for, that higher fight, the fight after the eternal facts and their obedience, the fight against the perpetually intrusive lie, which is the richer glory of the ripper man. The facts of government, the facts of commerce, the facts of society, the facts of history, the facts of man, the facts of God, in these, in the perception of their glory, in the obedience to their compulsion, shall be the possibility and promise of the soldier statesman, the soldier scientist, the soldier philanthropist, the soldier priest, the soldier man. "The sword is beaten into the ploughshare, the spear into the pruning-hook." "The war-drum throbs no longer, and the battle flags are furled." But it is not that the power of fight has perished: it is that the battle has gone up on higher ground, and into higher light. The battle is above the clouds.

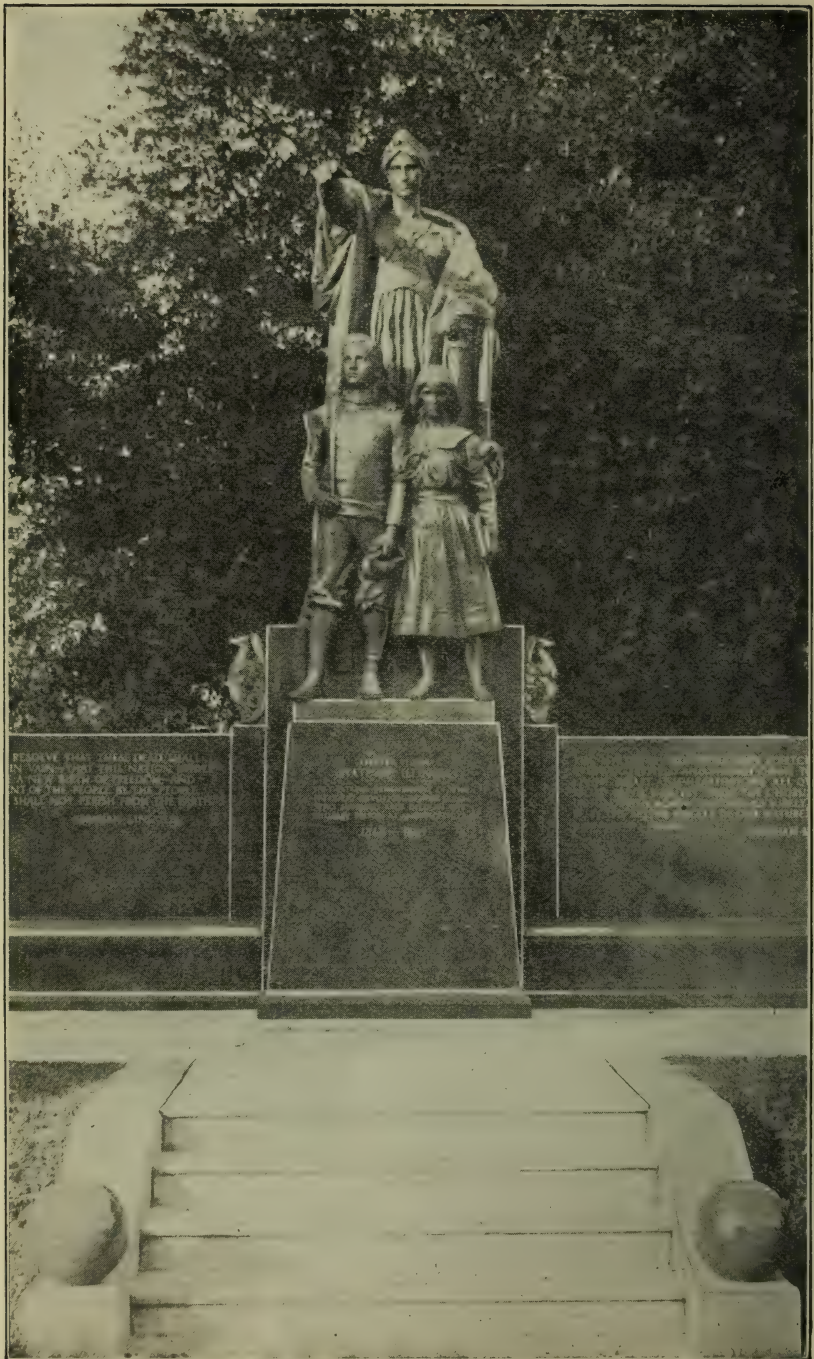
—PHILLIPS BROOKS.



STATUTE OF GEN. LOGAN, CHICAGO.



GEN. JOHN A. LOGAN.



PEACE MONUMENT.

PEACE.

By EDWIN MARKHAM.

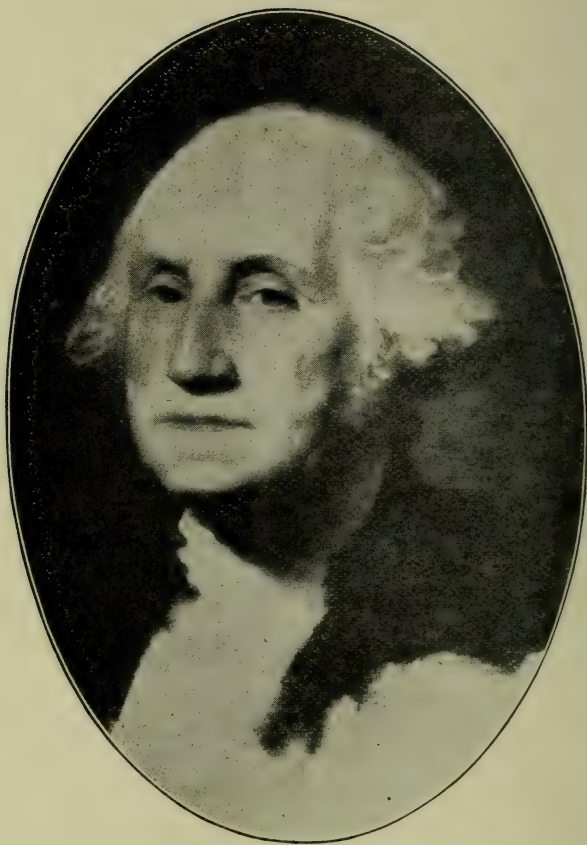
Who are the ghosts in flight
 Where siege guns spat their rage upon the night?
 What shapes are those that shiver in the moon
 About the towers and banners of Verdun?
 And what those cries at night on hill and tarn
 Down the long ruined Valley of the Marne?
 They are the ghosts that cannot rest, that cry
 Because there was no need to die.

And look, on the north, still runs a line of fire
 Where armies struggle in the battle-mire!
 And yonder, see the crimson battle-rain
 Upon the height of Aisne!
 And further still upon the cliffs of Oise
 That streaming banners and the loud huzzahs,
 And far upon the east the marching masses
 Are pouring thru the wild Carpathian passes;
 And the bright quiet flood
 Of Vistula is red with brother's blood.

Peace, peace, O men, for ye are brothers all—
 Ye in the trench and on the shattered wall.
 Do ye not know ye came
 Out of one Love and wear one sacred name?
 Let there be no more battles; earth is old
 With sorrows; let the weary banners fold.
 And the grim cannons spewing death on men,
 They, too, are weary and would sleep again.
 And they have drunk enough, the battle blades—
 Enough, God knows, are laid asleep with spades,
 Yes, there are ghosts enough hurled on ahead,
 Choking the shadowy passes of the dead.

Peace, brothers; let the music of the loom
 Help us a little to forget the doom.
 Yes, let the busy whisper of the wheel
 And the bright furrow of the happy keel,
 Help to forget the rage of sword and flame,
 And wrongs that are too terrible for name.
 And let the grasses hurry to the graves
 To cover them with ripple of green waves;
 And where the fields ran reddest in wild hours,
 Let Mercy hide them with a foam of flowers.

O brothers, lift a cry, a long world-cry
 Sounding from sky to sky—
 The cry of one great word,
 Peace, peace, the world-will clamoring to be heard—
 A cry to break the ancient battle-ban,
 To end it in the sacred name of Man!



WASHINGTON.

WASHINGTON IN GLORY—AMERICA IN TEARS.

NOTE: Lines on a picture over 100 years old, at Alexandria, Virginia.
 The objects seen in the painting are mentioned in the poem.
 The jewels referred to are Washington's fraternity jewels. The name
 of this picture is, "Washington in Glory—America in Tears."

Copyrighted, 1914,

BY ODILLON BARRETT SLANE.

Washington in Glory—America in tears,
 Such the heavenly vision as the picture now appears,
 Washington in Glory—an Angel standing by,
 Beckoning from earthly scenes to mansions in the sky.
 Washington in Glory—a shaft of light is here—
 Widow and orphans weeping, an Indian crouching near;
 Washington in Glory—and through the endless years,
 Immortal is the story, America reveres.

Washington in Glory—America in tears,
 The scythe of Time is cutting the brittle thread of years
 Washington in Glory—the sands of time are through
 The hour-glass of the Nation, again inverted, too.
 Washington in Glory—while Liberty still appears
 Her staff supports Old Glory while Patriotism cheers;
 Washington in Glory—and through the endless years,
 Immortal is the story, America reveres.

Washington in Glory—America in tears,
 Cherish, in song and story the hopes of coming years.
 Washington in Glory—our country's laws abide,
 Not the "Constitution falling" nor "jewels laid aside,"
 But Washington in Glory—with all that name implies
 In all its naked splendor looking upward to the skies;
 Washington in Glory—and through the endless years,
 Immortal is the story, America reveres.

THE FLAG TO ITS MAKERS.

Like the Fourth of July, Decoration Day, and all other patriotic anniversaries, Flag Day brought out much oratory that was, however sincere in feeling, perfunctory and commonplace in expression. But our Secretary of the Interior, Franklin K. Lane, in an address to the clerks in his department, not only hit upon an unconventional form, but put into effective language, an inspiring ideal of everyday patriotism. We quote it in full.

"This morning, as I passed the Land Office, the flag dropped me a most cordial salutation, and from its rippling folds I heard it say: 'Good morning, Mr. Flag Maker.'"

"I beg your pardon, Old Glory," I said. "You are mistaken, I am not the President of the United States, nor the Vice President, nor a member of Congress, nor even a general in the army. I am only a Government clerk."

"I greet you again, Mr. Flag Maker," replied the gay voice. "I know you well. You are the man who worked in the swelter of yesterday straightening out the tangle of that farmer's homestead in Idaho."

"No, I am not," I was forced to confess.

"Well, perhaps you are the one who discovered the mistake in that Indian contract in Oklahoma."

"No; wrong again," I said.

"Well, you helped to clear that patent for the hopeful inventor in New York, or pushed the opening of that new ditch in Colorado, or made that mine in Illinois more safe, or brought relief to the old soldier in Wyoming. No matter, whichever one of these beneficent individuals you may happen to be, I give you greeting, Mr. Flag Maker."

I was about to pass on, feeling that I was being mocked, when the flag stopped me with these words:

"You know, the world knows, that yesterday the President spoke a word that made happier the future of ten million peons in Mexico, but that act looms no larger on the flag than the struggle which the boy in Georgia is making to win the corn club prize this summer. Yesterday the Congress spoke a word which will open the door of Alaska, but a mother in Michigan worked from sunrise until far into the night to give her boy an education. She, too, is making the flag. Yesterday we made a new law to prevent financial panics; yesterday, no doubt, a school teacher in Ohio taught his first letters to a boy who will write a song that will give cheer to the millions of our race. We are all making the flag."

"But," I said, impatiently, "these people were only working."

Then came a great shout from the flag.

"Let me tell you who I am. The work that we do is the making of the real flag. I am not the flag, not at all. I am but its shadow. I am whatever you make me, nothing more. I am your belief in yourself, your dream of what a people may become. I live a changing life, a life of moods and passions, of heart breaks and tired muscles. Sometimes I am strong with pride, when men do an

honest work, fitting the rails together truly. Sometimes I droop, for then purpose has gone from me, and cynically I play the coward. Sometimes I am loud, garish, and full of that ego that blasts judgment. But always I am all that you hope to be and have the courage to try for. I am song and fear, struggle and panic, and ennobling hope. I am the day's work of the weakest man, and the largest dream of the most daring. I am the Constitution and the courts, statutes and statute makers, soldier and dreadnought, drayman and street sweep, cook, counselor and clerk, I am the battle of yesterday and the mistake of tomorrow. I am the mystery of the men who do without knowing why. I am the clutch of an idea, and the reasoned purpose of resolution. I am no more than what you believe me to be, and I am all that you believe I can be. I am what you make me, nothing more. I swing before your eyes as a bright gleam of color, a symbol of yourself, the pictured suggestion of that big thing which makes this nation. My stars and my stripes are your dreams and your labors. They are bright with cheer, brilliant with courage, firm with faith, because you have made them so out of your hearts, for you are the makers of the flag, and it is well that you glory in the making."

THE OLD FLAG.

Let it quietly wave o'er the breasts of the brave
 Where they sleep in the mountain or dell,
 Or, high on the staff, let it dimple and laugh
 In the breezes that love it so well.
 Oh, banner of light, with your crimson and white,
 With your field of the heavens' own blue
 And your glorious stars, brighter made by the scars
 That our heroes have suffered for you;

Float ever, droop never, forever, old flag!
 Though the armed world assail you, what coward would lag
 To rise in defense of our beautiful flag?
 By a thousand campfires have the vows of our sires
 Ever been that the flag would still reign;
 And they battled and bled till the rivers ran red,
 But the flag floated free from all stain.
 Let us keep it unfurled to enlighten the world—
 Right's emblem as ages go by.
 Ever glad to the sight is that banner so bright
 As it ripples in glory on high.

Float ever, droop never, forever, old flag!
 Though the armed world assail you, what coward would lag
 To rise in defense of our beautiful flag?
 For our fathers have taught
 That our lives are as naught
 When compared with your safety, O glorious flag!

WALTER G. DOTY.
In National Magazine for April.

THE UNIQUE OPPORTUNITY OF THE UNITED STATES.

Here, as elsewhere, example and leadership are required. There is need of a nation that has an eye to the future, that sees the immensity of the issue, that is original and not imitative, and is willing to take a risk for peace and the common good. For our own nation there opens a way of rare ambition—a way easier for us to pursue than for any other leading people. We are freer to choose our course. We are more isolated from powerful neighbors, and less menaced; there stand against us fewer ancient grudges; we ourselves have no old scores to settle, are less forced to assume a bellicose tone. The great mass of the people early appreciated this unique position. America was confidently expected—she expected herself—to illustrate supremely the love of peace, the hatred of war. We felt that ours was a mission to the world, to show that a nation, like a man, could live with quiet honor. It must be confessed that this high hope has never been fully realized. There is the disappointment that in our short history we have had, besides all our fighting with the Indians, a great civil war and four foreign wars. Yet in regard to arbitration, we have contributed signally to the world's peace. In our people, however, we need to fan the fire of spiritual ambition; we need a renewed enthusiasm for the uncommon destiny that is offered us. Ours is the responsibility to all the world to guide and check the fighting impulse. We are called first; but, if we fail, others will have the leadership and the honor. For the work will surely be performed.

THE PERMANENT PLACE OF THE FIGHTING INSTINCT.

I have said that an instinct is something not to be ruled out, but to be preserved, and directed, and made tributary to the common weal. Even were war to become the rarest thing and occasioned only by those who defy the express judgment of the world, there is still the amplest scope for the fighting temper. There are other ways to fight than by soldiery and battleships. There are many things to fight for, when we no longer have the dread of foreign foes. We need anger, but anger against wrong-doing right at hand; against those in our cities who oppose justice, against men who place business above honor and country, against those who oppress the poor, against those who spread disease and vice. Against these the fighting blood must be kept hot. The struggle to bring this old world of ours nearer to the heart's desire has always been pictured by humanity as a great spiritual war. The imagery of attack and defence has always seemed appropriate to high endeavor, as in Luther's *Ein' feste Burg*. So we see stretching forward an eternal future for the combative instinct—to fight error, to fight ugliness in all forms, to fight the wronging of men. That country will be a world-power indeed, all of whose might is in the struggle for truly great spiritual possessions; when the only forces with which it will have no peace are those that hinder the art of happy and high living.

THE ORGANIZATION OF THE UNITED STATES ARMY AND STATE MILITIA.

FRANK S. DICKSON, the Adjutant-General.

MILITARY SERVICE.

The Constitution of the United States provides for a standing army (commonly called Regulars). Of this force, the President of the United States is the Constitutional Commander in Chief. In turn he has in his cabinet an officer who acts as his military advisor and issues an order to the army in the name of the President, who is known as the Secretary of War. Under the Secretary of War is the grade of major general, chief of staff, also the following departments:

Adjutant general, quartermaster corps (this comprehends quartermaster, commissary and pay departments), Inspector General's Department, Engineer Department, Medical Department.

The above departments are administrative in their nature and deal with the subjects and matters naturally suggested by their designation.

The regular army of the United States on June 30, 1914, consisted of 4,701 officers and 87,781 men. Of these, 758 officers and 17,901 men belong to the coast artillery, and are, therefore, practically stationary in coast defenses; 1,008 officers and 18,434 men belong to the staff, technical and non-combatant branches of the army, including recruits and men engaged in recruiting. This leaves the army which can be moved from place to place—that is, the mobile army, so-called—composed of 2,935 officers and 51,446 men.

The organization of the army is arranged as follows:

Infantry is organized into brigades of three regiments each. The brigade is commanded by a brigadier-general. The regiment, commanded by a colonel, is made up of three battalions. Each battalion, under command of a major, consists of four companies. The company is under the command of a captain, assisted by two lieutenants, first and second lieutenant. The company is the smallest administrative unit, but for purposes of training and combat, is divided into platoons and squads, under the lieutenants, sergeants and corporals.

As a part of each regiment, there is a band, a machine gun platoon, having two automatic guns and some mounted scouts.

FIELD ARTILLERY.

This arm of the service, has as a weapon, the large calibre, long range guns. A regiment commanded by a colonel consists of two

battalions, each under a major. A battalion is made up of three batteries, each commanded by a captain, assisted by four lieutenants. Each battery has four guns and twelve caissons. There are two kinds of artillery, according to the nature of work expected. In the horse artillery, the members of the battery are mounted in order that they may accompany a cavalry. In the mounted artillery, the guns are of a type that may be dismounted and with the ammunition, carried on pack mules.

CAVALRY.

In this branch, the weapons and organization are much the same as infantry, but the men are mounted. In the cavalry, the three subdivisions of the regiments are known as squadrons, instead of battalions, and troops, instead of companies. In addition to the three principal arms mentioned, there are auxiliary troops, but in much less number. The engineers make and repair roads and bridges, construct and demolish fortifications. The signal corps operates all the means of signalling and communication from the flag system to the aeroplane. The medical department is known as "sanitary troops," and is organized either as ambulance companies or field hospitals. The coast artillery is distinctly made of sea coast defense and has to do with the large 10, 12 and 13 inch disappearing guns, mounted in the forts guarding our several harbors.

Military rank is that character or quality bestowed on military persons, which marks their station, and confers eligibility to exercise command or authority in the military service within the limits prescribed by law. It is divided into degrees or grades, which mark the relative positions and powers of the different classes of persons possessing it.

Rank is generally held by virtue of office in an arm of the service, corps, or department, but may be conferred independently of office, as in the case of retired officers, and of those holding it by brevet.

The following are the grades of rank of officers and noncommissioned officers :

1. Lieutenant general.
2. Major general.
3. Brigadier general.
4. Colonel.
5. Lieutenant colonel.
6. Major.
7. Captain.
8. First lieutenant.
9. Second lieutenant.
10. Veterinarian, cavalry and field artillery ; pay clerk, quartermaster corps.
11. Cadet.
12. (a) Sergeant major, regimental ; sergeant major, senior grade, coast artillery corps ; (b) master electrician, quartermaster corps ; master electrician, coast artillery corps ; master signal electrician ; chief musician ; (c) engineer, coast artillery corps.

13. (a) Ordnance sergeant, quartermaster sergeant, quartermaster corps; sergeant, first class, hospital corps; electrician sergeant, first class, coast artillery corps; (b) sergeant, first class, quartermaster corps; first class signal sergeant.

14. Quartermaster sergeant and commissary sergeant, regimental; electrician sergeant, second class, coast artillery corps; master gunner, coast artillery corps.

15. Sergeant major; squadron and battalion; sergeant major, junior grade, coast artillery corps; color sergeant; battalion quartermaster sergeant, engineers and field artillery.

16. (a) First sergeant; drum major; (b) principal musician; chief trumpeter; fireman, coast artillery corps.

17. Sergeant; quartermaster sergeant, company; stable sergeant.

18. Corporal.

In each grade and subgrade, date of commission, appointment, or warrant determines the order of precedence.

Officers of the same grade of the regular army, of the organized militia in the service of the United States, and of volunteers take precedence in the order named. Officers of the marine corps, when detached for service with the army by order of the President, and while serving with the army under that order, are upon equal footing with officers of the regular army and take precedence in each grade by date of commission.

Between officers of the same grade and date of appointment or commission, other than through promotion by seniority or appointment of enlisted men to the grade of second lieutenant under the act of July 30, 1892, relative rank is determined by length of service, continuous or otherwise, as a commissioned officer of the United States, either in the regular army, or, since April 19, 1861, in the volunteer forces. When periods of service are equal, precedence will, except when fixed by order of merit on examination, be determined, first, by rank in service when appointed; second, by former rank in the army or marine corps; third, by lot.

The relative rank between officers of the army and navy is as follows, lineal rank only being considered:

General with admiral.

Lieutenant general with vice admiral.

Major general with rear admiral.

Brigadier general with commodore.

Major with lieutenant commander.

Captain with lieutenant.

The grade of commodore ceased to exist as a grade of rank on the active list in the navy of the United States on March 3, 1899. By section 7 of the act of March 3, 1899 (30 Stat. L. 1005), the nine junior rear admirals are authorized to receive the pay and allowances of brigadier generals in the army.

Colonel with captain.

Lieutenant colonel with commander.

First lieutenant with lieutenant (junior grade).

Second lieutenant with ensign.

COMMAND.

Command is exercised by virtue of office and the special assignment of officers holding military rank, who are eligible by law to exercise command. Without orders from competent authority, an officer can not put himself on duty by virtue of his commission alone, except as contemplated in the twenty-fourth and one hundred and twenty-second articles of war.

The following are the commands appropriate to each grade:

1. For a captain, a company.
2. For a major, a battalion.
3. For a colonel, a regiment.
4. For a brigadier general, a brigade.
5. For a major general, a division.

The organized militia of the several states comprehends in round numbers approximately 125,000 men. This militia is organized under the provisions of the Constitution, as follows:

(Section 1.) That the militia shall consist of every able-bodied male citizen of the respective states and territories, and the District of Columbia, and every able-bodied male of foreign birth, who has declared his intention to become a citizen, who is more than 18 and less than 45 years of age, and shall be divided into two classes: The organized militia, to be known as the National Guard of the state, territory, or District of Columbia, or by such other designations as may be given them by the laws of the respective states or territories; the remainder to be known as the reserve militia: Provided, that the provisions of this act and of section 1661, Revised Statutes, as amended, shall apply only to the militia organized as a land force.

(Section 2.) That the Vice President of the United States, the officers, judicial and executive, of the Government of the United States, the members and officers of each house of Congress, persons in the military or naval service of the United States, all custom house officers, with their clerks, postmasters and persons employed by the United States in the transmission of the mail, ferrymen employed at any ferry on a post road, artificers and workmen employed in the armories and arsenals of the United States, pilots, mariners actually employed in the sea service of any citizen or merchant within the United States, and all persons who are exempted by the laws of the respective states or territories shall be exempted from militia duty, without regard to age. Provided, that nothing in this act shall be construed to require or compel any member of any well organized religious sect or organization at present organized and existing whose creed forbids its members to participate in war in any form, and whose religious convictions are against war or participation therein, in accordance with the creed of said religious organization, to serve in the militia or any other armed or volunteer force under the jurisdiction and authority of the United States.

Under the provisions of the Federal Constitution and military law of Illinois, we have the organized militia or National Guard, which consists, in general, as follows:

Governor of Illinois, Commander in Chief.

The Adjutant General, who combines in his functions, the duties of secretary of war and chief of staff, and who is also the quartermaster general, commissary general, paymaster general, inspector general and chief of ordnance of the State forces, and, in his capacity as chief of staff, has general supervision of and control of the medical department, as well. The staff departments of Illinois are organized similarly to those of the regular army. The organized military force of Illinois consists of eight regiments of infantry,



WHERE AN OLD SOLDIER IS AWAITING HIS HONORABLE DISCHARGE.

one regiment of cavalry, one battalion of field artillery (three batteries), one signal company, one engineer company, one field hospital, one medical corps, with officers attached, with sanitary troops to the different regimental organizations.

In addition thereto, we have ten divisions of naval reserves (a division corresponding to a company of land force), the naval reserve being combined with the land force for administrative and tactical purposes. The land and naval force of Illinois on a peace footing, embraces approximately 6,800 officers and men.

LET US HAVE PEACE.

A Prayer.

Lord God of Love, let us have peace,
 From war's vain sacrifice give us release,
 Grant peace the victories war cannot know,
 God of the Ages, Thy mercy show.

Hast Thou not seen Thy fields and meadows green
 Red with the blood of men, where war hath been?
 Dost Thou not know war's fearful endless roll,
 The countless graves of those who paid the toll?
 Teach us to learn to build, O Gentle Lord,
 Not to destroy; but bend each wielded sword
 Into a ploughshare, Thy fields to increase.
 Lord of the lives to be, let us have peace!

God of the fatherless, we pray to Thee,
 Father of all of us, hear Thou our plea.
 "Peace and good-will," Thine own word increase,
 Lord God of Love, let us have peace!

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PEACE DAY.

DEAR FRIEND: Will you assist in making Peace Day this year a special appeal for international peace? For more than ten years the schools of the United States have been observing May 18 as Peace Day. The purpose of this observance has been to instill into the minds of young people the great laws of human brotherhood, to point out the historical significance of the progressive measures making for world peace, adopted by the two Hague conferences, and to emphasize the American ideal of peace through justice. To make the exercises profitable and uniform throughout the country, the American School Peace League has prepared material for the use of schools, and has sent literature dealing with the general subject of international relations in answer to many thousand requests. In 1912 and 1913 the secretary of the league compiled Peace Day bulletins for the United States Bureau of Education, which have reached an issue of nearly a hundred thousand.

This year we are to celebrate again the event which emphasizes the interdependence of nations and points to the time when the citizens of every land and the members of every race shall live together in mutual helpfulness and service. The present world crisis does not change the philosophy of life nor the trend of human progress. It is indeed a tragic interruption. When the delirium of

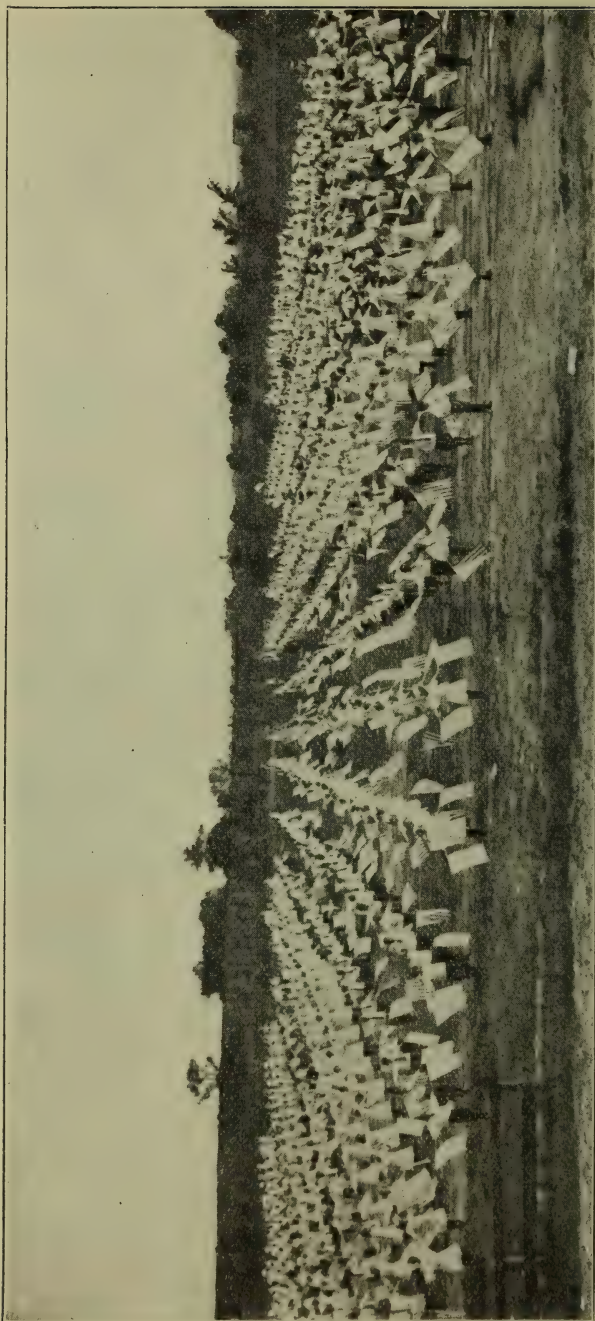
war is over, an iron law will compel those now engaged in mutual destruction to seek one another again. The day must come when the peoples of the world will work in common once again. This idea should be impressed in the Peace Day observance this year. The spectacle of human suffering and devastation should fire every boy and girl with a permanent revulsion against war, and the thought should be ingrained that war can be eliminated by the will of the people. Peace Day this year should also give the youth of our country a conception of the practical means of obtaining permanent peace among the nations, and should point out the particular bearing of American democracy on the world situation.

The American School Peace League hopes that every teacher in the country will read the literature on the subject, especially that prepared for Peace Day this year. The material in the Peace Day bulletins, given the proper emphasis, can be used with the same effectiveness as heretofore. The League will be glad to give any information concerning Peace Day literature. We recommend the presentation of "In the Vanguard" for secondary and normal schools, which, through the generosity of the author, Katrina Trask, by special arrangement with her manager, is offered for the first time for Peace Day and commencement exercises. We also recommend "The Enemy" for secondary school boys, and "A Pageant of Peace" for elementary schools. These have been generously contributed to the League by Beulah Marie Dix. All these productions are a virile condemnation of war, an appealing argument for an orderly world, and a practical manifestation of common interests and common responsibilities.

The League is requesting the governors of the states to proclaim the eighteenth of May Peace Day, not only for the schools, but for all institutions that are the guardians of civilization. We should realize that it is our duty to remain true to our conception of peace in order that we may be able to cooperate in the work of reconstruction after the war. Humanity must be above nations.

Most sincerely yours,

FANNIE FERN ANDREWS,
Secretary, American School Peace League.

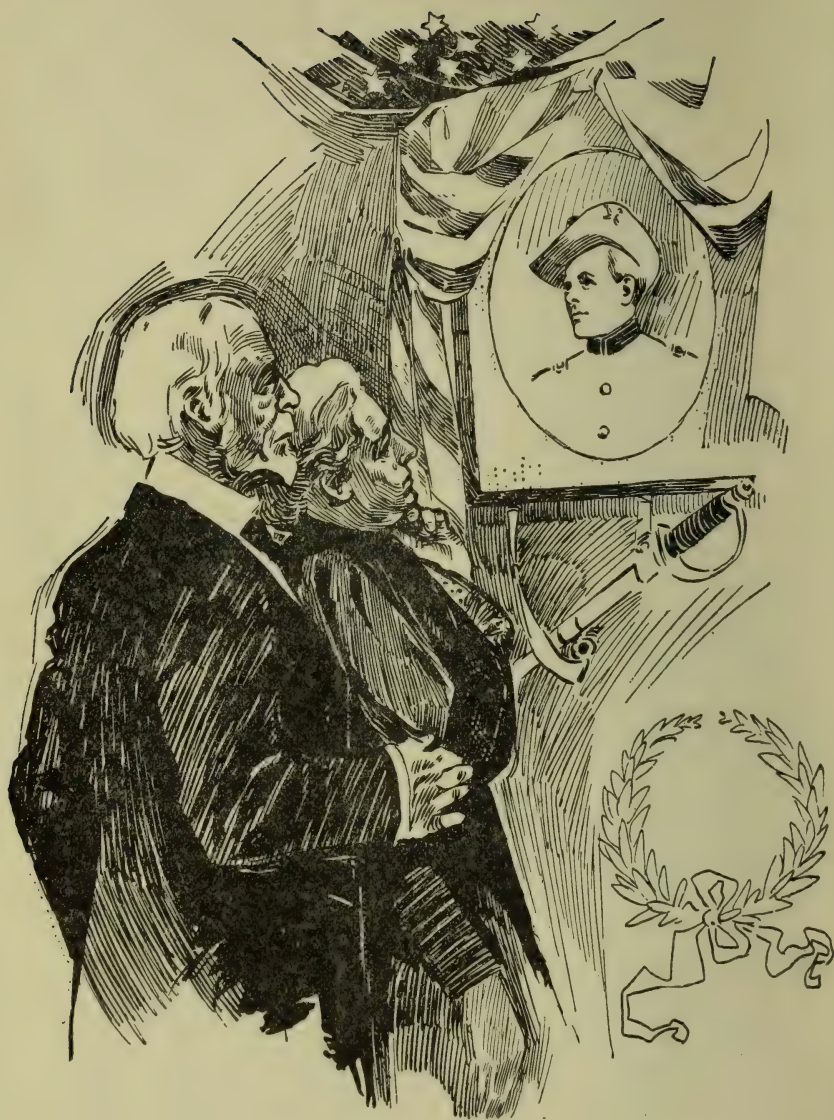


HERALDS OF PEACE.

OUR FOREIGN BORN CITIZENS.

[The following was written by Mr. H. W. Smith, who was born in Aberaman, Glamorganshire, South Wales, and who has spent most of his life in the coal mines of America. He now, on account of advancing age, is night custodian of the Sangamo Club in Springfield.]

O, Land of Liberty, my heart loved thee before my eyes beheld thy consecrated shore and longed for the day when I should be numbered with thy sons. That day came long ago, for which I forget not to render thanks sincerely to the Gracious Power which hath made thee glorious and thy destiny blessed. Today, I am thy son and thou art my country. My proudest boast, the noblest of my unfettered spirit, is, I am an American citizen. And were I now, O my country, to express for the last time on the earth, the wish of my heart for thee, I would say, may the Providence that hath sustained thee and raised up invincible defenders for thee in past time, give thee in thy future need and guardianship, protection and defense of the incorruptible fidelity, broad intelligence, and unconquerable patriotism.



HONOR THY MOTHER.

Time has scattered the snowy flakes on her brow, plowed furrows in her cheeks—but is she not sweet and beautiful now? The lips which have kissed many tears from the childish cheeks are the sweetest lips in all the world. The eyes are dim, yet they glow with rapt radiance of a holy love which can never fade. Oh, yes, she is a dear old mother. Her sands of time are nearly run out, but feeble as she is she will go farther and reach down lower for you than will any other on earth. You cannot walk into midnight where she cannot see you; you cannot enter a prison whose bars will keep her out; you cannot mount a scaffold too high for her to reach and bless you. One evidence of her deathless love when the world shall despise and forsake you—when it leaves you by the wayside to die unnoticed—the dear old mother will gather you in her feeble arms, carry you home and tell you of your virtues until you almost forget that your soul is disfigured by vices. Love her tenderly and cheer her declining years with holy devotion.



STATE OF ILLINOIS

Department of Public Instruction

ANNOUNCEMENT

Concerning Recognized High Schools
and Suggested Programs of Studies
for Smaller High Schools

CIRCULAR 85

Prepared by

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Approved by

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Superintendent of Public Instruction

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RECOGNIZED HIGH SCHOOLS.

The work of classifying the high schools that have filled out and sent in their "approval" blanks has proceeded as rapidly as is consistent with care and thoroughness.

Those which conform to the requirements for recognition are entered as "Recognized High Schools," and in each case a formal certificate is forwarded to the authorities of the school.

Any school wishing to be classified as a recognized high school should send to this office and receive an approval blank, after which arrangements may be made for such personal visit or other investigation as may be necessary.

Schools not appearing to be in condition to receive recognition at this time may arrange for a special investigation and learn what is needed to place them upon a basis deserving recognition.

Three kinds of certificates are granted, viz., (1) for a recognized four-year high school; (2) for a recognized three-year high school; (3) for a recognized two-year high school, and each of these is a "recognized" school for the work actually done.

Schools constituting a large proportion of the number that offer a four-year program of studies have already been passed upon, and they have either been placed upon the list of recognized four-year high schools, or shown wherein they fail to meet the requirements. Some have planned to improve their condition so as to receive recognition later. Other cases are still pending, and some of these schools, in all probability, will be added to the list.

A few schools have already been placed upon the lists of recognized three-year and recognized two-year high schools. A large number of others are now undergoing investigation with the same purpose in view. This work will proceed as rapidly as may be.

A recognized high school must satisfy reasonable requirements under the following heads: I—Material Equipment; II—Organization; III—Curriculum; IV—Instruction; V—Spirit.

In the matter of Material Equipment there must be building, rooms, library, laboratories, shops, heating, lighting, ventilation, water supply, toilet facilities and janitor service reasonably adequate for the size of the school and what it undertakes to do.

Attention is called to the matter of equipment of library, laboratories and shops. Every school needs a library, and it should be for use rather than for ornament, for study rather than for entertainment. Good work can hardly be done in English, history and Latin, for example, without the intelligent use, on the part of the pupil, guided by the teacher, of books other than the textbook.

A library need not be large, but it should be well chosen. Congressional reports and popular novels have their place in life, but these, alone, do not constitute a good high school library. Two hundred dollars invested in the right kind of books in connection

with the departments of English, history, civics, science and foreign language, and in general reference books, would make a good start toward a well-equipped library for a four-year high school. Half, or a third of that amount judiciously expended will go far, under the guidance of an intelligent teacher, toward achieving the best results. A list of books recommended for a working library will be published soon and furnished to schools upon application.

A recognized high school offering either physics or chemistry should have a laboratory so equipped that a considerable amount of experimental work is done by the pupils themselves. Two hundred dollars will procure a fair equipment for a physics laboratory. Twice that amount will procure a full equipment. A well-equipped chemistry laboratory will cost \$300; it should not be undertaken in the smaller schools.

Nearly all high schools offer some biological courses—botany, zoology, physiology; some are offering general science to first-year pupils. Every such course ought to include some laboratory work; schools seeking recognition ought to bear this in mind. Physiology is required by law; a school cannot be recognized unless it complies with the requirements of the statute regarding the teaching of physiology. All schools whose attention has been called to this requirement have taken steps to meet the demand.

A year's course in general science may be made useful, and, if wisely arranged and skillfully taught, will prove a good introduction to science study. Such a year course should always be framed so as to include the instruction in physiology required by law.

A circular is in course of preparation containing carefully prepared lists of needed laboratory equipment in the various science courses. It will be supplied upon application.

In the matter of Organization, there must be a school year of not less than 36 weeks (but if the school year is less than 36 weeks and not less than 32 weeks, such school may receive recognition, provided there is a strong showing in other particulars to counterbalance the deficiency in length of school year); there must be daily recitations (or laboratory periods twice as long) in all subjects; the recitation periods must ordinarily be forty minutes in length, and laboratory periods eighty minutes; the standard of admission to the first year must include the completion of eight years of grade work; the standard of graduation must include sixteen units of real high school work for a four-year school, twelve units for a three-year school, and eight units for a two-year school.

In the matter of Curriculum each pupil doing regular work must carry four studies with daily recitations. One study completed successfully by reciting daily for a year shall constitute one unit. All such studies must be actual high school studies and not grade school studies. There must be a reasonable arrangement of these studies in the program of studies. Physics and chemistry are not wisely offered before the third year. The same is true of American history, because a study of it in the high school should be postponed until a distinct advance in maturity is attained beyond that belonging to the same pupils when they studied the subject in the eighth grade.

The subjects required to be taught in a recognized high school are physiology, at least three years of English, and American history.

The number of units allowed is as follows:

English, 1 to 4.	Chemistry, 1.
History, 1 to 4.	Algebra, 1 or $1\frac{1}{2}$.
Latin, 2 to 4.	Plane geometry, 1.
Greek, 1 to 3.	Solid geometry, $\frac{1}{2}$.
French, 1 to 3.	Plane trigonometry, $\frac{1}{2}$.
German, 1 to 3.	Bookkeeping, $\frac{1}{2}$ or 1.
Spanish, 1 or 2.	Commercial law, $\frac{1}{2}$.
General science, $\frac{1}{2}$ or 1.	Commercial geography, $\frac{1}{2}$.
Physiology, $\frac{1}{2}$ or 1 (if not included in general science).	Stenography, 1 or 2.
Botany, $\frac{1}{2}$ or 1.	Typewriting, $\frac{1}{2}$ or 1.
Zoology, $\frac{1}{2}$ or 1.	Civics, $\frac{1}{2}$.
Physical geography, $\frac{1}{2}$ or 1.	Economics, $\frac{1}{2}$.
Astronomy, $\frac{1}{2}$.	Domestic science or art, 1 to 2.
Geology, $\frac{1}{2}$.	Manual training, 1 to 2.
Agriculture, 1 or 2.	Drawing, $\frac{1}{2}$ to 2.
Physics, 1.	Music (see below).
	Physical training (see below).

In such subjects as bookkeeping, typewriting, manual training, domestic science or art and drawing, all periods that are occupied with work done under the teacher's supervision and without outside preparation of a formal lesson to be "recited," must be of double length in order to be counted as of equal credit value with ordinary recitation periods. This sort of work is really "laboratory" work and is thus placed on exactly the same plane as laboratory work in the sciences.

To illustrate, a class in typewriting or manual training occupying one period daily throughout a year should receive one-half unit of credit, while an algebra class would receive one full unit of credit for a year's work with one period daily; and a class in typewriting or manual training in order to earn one full unit for a year's work must spend two periods daily.

There are some of the larger schools that are offering, as elective work more than the amounts specified in the table; credits for such work will be allowed when the school appears to be equipped for doing such work satisfactorily.

Recognition for music may be arranged, where satisfactory standards of quality and quantity are maintained, for any number of units up to four.

On a similar basis, recognition may be given for one-half or for one unit in physical training.

In the matter of Instruction, there must be given for a four-year high school the full time of not less than two teachers besides the principal (or superintendent); for a three-year high school the full time of not less than one teacher besides the principal (or superintendent); for a two-year high school the full time of one teacher, who may also be principal. No teacher may undertake more than seven classes daily. No teacher ought to undertake more than six classes daily. The proper limit for a high school teacher, not occupied with supervision, is five classes daily. A teacher who

conducts classes with laboratory periods (double time) ought not to undertake more than three (or at most four) such classes daily.

The teachers must be qualified according to the certificating law, and ought to have had not less than two years of educational preparation beyond the high school. The final test of teachers for recognition is successful classroom work.

The Spirit of the school (attitude of teachers, attitude of pupils and service to the community) may be taken into favorable consideration in grading a high school partly deficient in certain other particulars.

SUGGESTED PROGRAMS OF STUDIES FOR SMALLER HIGH SCHOOLS.

In response to many inquiries and requests for assistance in planning programs of studies for the smaller high schools, and in recognition of the conditions which face the administrative officers of schools in the smaller communities, and of their proper desire to keep their schools up to a good standard and at the same time to attempt such work only and make such arrangements only as they can successfully carry out, the Supervisor of High Schools has prepared the following suggested programs of studies for smaller high schools:

For the four-year schools and, also, for the three-year and two-year schools two plans are given: (A) with Latin or German, (B) without any foreign language. The notes suggest substitutions that may be made and on what conditions, and give additional information and suggestions of importance.

Such "alternation" as is possible or advisable is indicated. It is possible to carry the "alternation" idea to an extreme that interferes with good results and puts the school on a plane greatly below what it would present under normal conditions.

Those schools that are unable to conform to these general requirements, and that, for example, are attempting, with three teachers, to provide a program of studies covering eight elementary and two high school grades, are, of course obliged to resort to complete alternation of fifth and sixth, of seventh and eighth, and of ninth and tenth-grade work, requiring two classes to recite together in the studies of the odd grades in one year and of the even grades in the next year. Such a plan gives six recitations to each of two teachers, leaving all the work of the first four grades to be handled by the third teacher. Such schools, under certain circumstances and on certain conditions, may receive probationary recognition as two-year high schools and should send for the special circular of information on probationary recognition.

A somewhat similar arrangement may be made for such four-year high schools as are unable to employ the full time of three teachers for the high school work. The same circular gives information for schools of this group.

The following suggestions are not intended to provide a full program of studies with many electives such as is demanded in the larger high schools, but it is hoped that they will prove useful to a large number of the high schools of the state. The problems that face

the larger schools in the matter of curriculum are, also, important and will receive attention from this department as needed.

In the matter of inter-relation between the smaller and the larger schools, it is probably true that, generally speaking, any pupil going from a recognized high school of two years or three years and having completed the studies indicated in these suggested curriculums, will be admitted with full credit at least on probation. Wherever possible, a county organization or agreement may, with advantage, be entered into between the larger and the smaller schools of the county, so as to secure a working unification of programs of studies and a system of transfers with acceptance of credits. Such county arrangements should be made with the cooperation and under the supervision of the county superintendent. The State Supervisor of High Schools will be glad to render any assistance in his power.

1—A Suggested Program of Studies for a High School with One Teacher, Covering Two Years of Work:

PLAN A—WITH LATIN OR GERMAN.

First Year.

- 1—English I.
- 2—Algebra I. (See Note 1.)
- 3—Latin I
or
German I,
or
Manual Training I.
- 4—Science I, which may be either:
 - (a) General Science, including Physiology,
or
 - (b) { Physiology— $\frac{1}{2}$ yr.
Physical Geog.— $\frac{1}{2}$ yr.

Second Year.

- 1—English II.
- 2—Plane Geometry (completed).
- 3—Latin II,
or
German II,
or
Manual Training II,
or
Domestic Science.
- 4—Ancient History,
or
European History. (See Note 2.)

PLAN B—WITHOUT A FOREIGN LANGUAGE.

First Year.

- 1—English I.
- 2—Algebra I. (See Note 1.)
- 3—Science I. (See statement under Plan A.)
- 4—{ Com. Geog., or,
Elementary Civics } $\frac{1}{2}$ yr.
{ Com. Arithmetic— $\frac{1}{2}$ yr.

Second Year.

- 1—English II.
- 2—Plane Geometry (completed).
- 3—Science II, which may be either:
 - (a) Agriculture,
or
 - (b) { Botany— $\frac{1}{2}$ yr.,
Zoology— $\frac{1}{2}$ yr.
- 4—Ancient History,
or
European History. (See Note 2.)

NOTE 1.—The content of Algebra I may be either, (a) the old definition, "Algebra to quadratics," or, better, (b) a course conforming to the recommendations of the High School Conference, whereby certain less important and less valuable topics are omitted, for example, complicated factoring, simultaneous equations with more than three unknowns, binomial theorem, cube root, remainder theorem, imaginaries and extensive manipulation of radicals, H. C. D. and L. C. M. by method of continued division, inequalities, indeterminate equations, difficult general solutions and discussions, thus making room for the inclusion in the course called "Algebra I" of the solution of quadratics by completing the square and verification of the solution by substitution, and also simultaneous equations wherein one is linear and one quadratic.

NOTE 2. Where a school or a class or a pupil can devote only two years in the high school to history, it is better that the second of those two units (to be taken, if possible, in the fourth year) be American history and civics, and that the first of those two units be "European History" with the first semester covering the time from the beginning to about 1500 A. D., and the second semester covering the time since 1500 A. D. In recognition of the demand for such a readjustment of time several textbooks have been published.

When three years of history are prescribed for a school, or are taken by a class or a pupil, even if *not* prescribed, the first two years may be given with advantage, respectively, to these two periods of time, letting one full year be given to the time before 1500 A. D. and one full year to the time since.

Either of these plans of studying history in the high school is preferable to the old plan of dividing the time (whether one year or two) so that ancient history occupies one-half of the full time, while mediaeval and modern history, together, have the other half.

NOTE 3. When one teacher attempts to take care of all the work of the ninth and tenth grades, as suggested above, some alternation must be resorted to, because no teacher must be required to teach eight classes daily. Under "Plan A" the two classes in one year may take Science I together and in the next year Ancient History, since these two subjects are unrelated. This gives the teacher seven classes daily.

Under "Plan B," a double alternation may be resorted to whereby, in odd years, the two classes may take "Science I" and the commercial studies, and in even years the two classes may take "Science II" and history. This plan gives the teacher six classes daily.

NOTE 4. If the school opens at nine o'clock, and if ten minutes are allowed for opening exercises and roll taking, and one hour and forty minutes for the luncheon hour, the seventh period will close at 3:30. Under Plan B with six classes daily, this would allow double time for the laboratory work that ought to be done in the science classes. If Plan A is followed with seven classes daily, one extra period would be required, running the time over till 4:10.

2—Suggested Program of Studies for a High School with Two Teachers, Covering Three Years of Work:

PLAN A—WITH LATIN OR GERMAN.

<i>First Year.</i>	<i>Second Year.</i>	<i>Third Year.</i>
1—English I.	1—English II.	1—English III.
2—Algebra I. (See Note 1.)	2—Plane Geometry,	2— { Solid Geom. $\frac{1}{2}$ yr.
3—Latin I,	3—Latin II,	{ Adv. Algebra, $\frac{1}{2}$ yr.
or	or	or
German I,	German II,	{ Com. Geog. $\frac{1}{2}$ yr.
or	or	{ Com. Arith. $\frac{1}{2}$ yr.
Manual Training I.	Manual Training II,	or
4—Science I, which may be either:	or	German I, if only
(a) General Science including Physiology,	Domestic Science for girls.	Latin is taught in first and second years.
or	4—Ancient History,	3—Latin III,
(b) Physiology—	or	or
$\frac{1}{2}$ yr.	European History.	German III.
Physical Geog.—	(See Note 2)	4—Mediaeval and Modern History. (See Note 2.)
$\frac{1}{2}$ yr.		

NOTE 1. See Note 1 above.

NOTE 2. See Note 2 above.

NOTE 3. Unless there is some special reason for doing otherwise, work in Physics or Chemistry is better postponed until the pupils can go to a four-year high school for their last year, where fully equipped laboratories may be found. The work in American History, under Plan A, would better be postponed in the same way.

NOTE 4. The work in Science I and Ancient History may be taught in alternate years, combining the first-year and second-year classes if the school is small. This is the only alternation that can properly be done under Plan A. This would make eleven classes—five for one teacher and six for the other.

3—Suggested Program of Studies for a High School with Three or More Teachers, Covering Four Years of Work:

PLAN A—WITH LATIN OR GERMAN.

<i>First Year.</i>	<i>Second Year.</i>	<i>Third Year.</i>	<i>Fourth Year.</i>
1—English I.	1—English II.	1—English III.	1—English IV.
2—Latin I.	2—Latin II.	2—Latin III.	2—Latin IV.
or	or	or	or
German I.	German II.	German I.	German II.
3—Algebra I. (See Note 1.)	3—Ancient Hist. (See Note 2.)	3—Plane Geom.	3—Physics.
4—Science I, which may be either:	4—Science II, which may be either:	4—Med. and Mod. History. (See Note 2.)	4—American His- tory and Civ- ics.
(a) Gen. Sci- ence, includ- ing Physiol- ogy, or	(a) Agricul- ture. or	{ Adv. Algebra, ½ yr. Solid Geom., ½ yr.	
(b) { Physiolo- gy, ½ yr. Physical Geo. ½ yr	(b) { Botany, ½ yr. Zoology, ½ yr.	or	
	or	Chemistry, or	
	(c) Domestic Science for girls.	Man. Training or Freehand Drawing.	

PLAN B—WITHOUT ANY FOREIGN LANGUAGE.

<i>First Year.</i>	<i>Second Year.</i>	<i>Third Year.</i>	<i>Fourth Year.</i>
1—English I.	1—English II.	1—English III.	1—English IV.
2—{ Com. Arith., ½ yr. Com. Geog., or } ½ Elem. } yr. Civics.	2—Ancient Hist. (See Note 2.)	2—Med. and Mod. History. (See Note 2.)	2—American Hist.
or	3—Plane Geom.	or	3—Physics.
Manual Train- ing I, or	4—Science II, which may be either:	Chemistry, or	4—{ Economics, ½ yr. Civics, ½ yr.
Freehand Drawing I.	(a) Agricul- ture, or	Man. Training, or	or
3—Algebra I.	(b) { Bot., ½ yr. Zool., ½ yr.	Freehand Drawing.	one of the com- binations giv- en under "4" in third year, if not already taken.
4—Science I, which may be either:	or	3—Bookkeeping.	
(a) Gen. Sci., including Physiology, or	(c) Domestic Science (for girls).	4—{ Com. Law, ½ yr., Adv. Algebra, ½ yr.	
(b) { Physiolo- gy, ½ yr. Physical Geog., ½ yr.		or	
		{ Com. Arith., ½ yr., Com. Geog., ½ yr.	
		(if not taken in first year.)	

NOTE 1. See Note 1 above.

NOTE 2. See Note 2 above.

NOTE 3. If more convenient, a class working under Plan A that takes both Science II and Manual Training or Freehand Drawing may take the latter in the second year and the former in the third year.

NOTE 4. A school with a larger enrollment and with a larger teaching force can offer more electives. In such a school many other courses not here named and not likely to be demanded in the smaller schools are, of course, offered, and are of equal value with some of these already named. Courses in Greek and in French, Italian, Spanish, Swedish and other modern languages, Trigonometry, College Algebra, Stenography and Typewriting, with additional or advanced courses in English, History, Manual Training, Freehand and Mechanical Drawing, Domestic Science and Art, Music, Physical Training, are among those so offered.

CIRCULAR 86

This circular is the Institute Directory for 1915. It contains a list of county superintendents, the dates and places of holding the annual institute, and a list of the men and women who assist in conducting these county meetings.

THE
SCHOOL LAW
OF ILLINOIS



ENACTED BY THE
Forty-ninth General Assembly

[Printed by Authority of the State of Illinois.]

THE
SCHOOL LAW
OF ILLINOIS

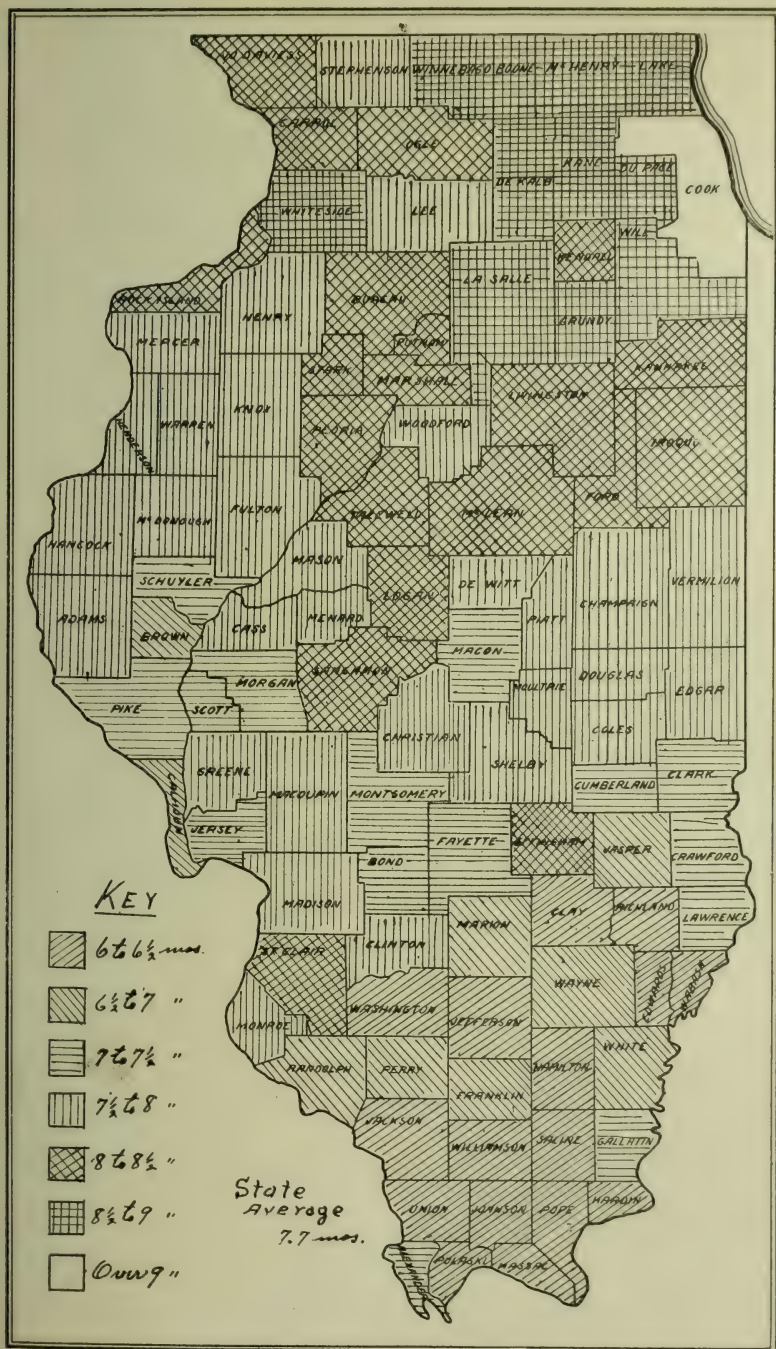
ENACTED BY THE
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[Printed by Authority of the State of Illinois.]



SCHNEPP & BARNES, STATE PRINTERS
SPRINGFIELD, ILL.
1915.

SHOWING LENGTH OF TERM OF SCHOOL—1914.



CIRCULAR 87.

FOR THE STATE SCHOOL FUND.

AN ACT to provide for the ordinary and contingent expenses of the State government until the expiration of the fiscal quarter after the adjournment of the next regular session of the General Assembly.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That the following named sums, or so much thereof as may be necessary, respectively, for the purposes hereinafter named, be, and are hereby, appropriated to meet the ordinary and contingent expenses of the State government, until the expiration of the first fiscal quarter after the adjournment of the next General Assembly:

* * * * *

Nineteenth.—To the Auditor of Public Accounts, the sum of \$4,000,000 annually, out of the State School Fund, to pay the amount of the Auditor's orders for the distribution of said fund to the several counties, and for the payment of the salary and expenses of county superintendents of schools as now provided by law, and for the amount to be paid into the Illinois State Teachers' Pension and Retirement Fund in accordance with the provisions of an Act entitled, "An Act in relation to an Illinois State Teachers' Pension and Retirement Fund, approved May 27, 1915, in force July 1, 1915." The Auditor shall issue his warrants to the State Treasurer on the proper evidence that the amount distributed has been paid to the county superintendents.

APPROVED June 30, 1915.

BONDS.

AN ACT giving to the board of education of any school district having a population of less than 100,000 inhabitants, and existing by virtue of any special charter and governed by any or all such special charters, the power to borrow money for certain purposes and issue negotiable coupon bonds therefor, and providing that the proposition or question to borrow money and issue such bonds shall be submitted to the voters of such school district.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That the board of education of any school district having a population of less than 100,000 inhabitants, and existing by virtue of any special charter and governed by any or

all such special charters, is hereby empowered and authorized to borrow money for the purpose of building schoolhouses, or repairing or altering any schoolhouse already erected, or purchasing schoolhouse sites or purchasing school grounds adjacent to or adjoining any schoolhouse site, or separated therefrom only by a public street or way, and to issue its negotiable coupon bonds therefor, in such form and such denominations, payable at such place and at such time or times (not exceeding twenty years from date of issuance) and bearing interest at such rates as said board of education may by resolution prescribe. Such bonds shall be in denominations of not less than \$100.00 nor more than \$1,000.00, and shall bear interest at a rate not to exceed five per centum per annum, payable semi-annually: *Provided*, that no money shall be borrowed or bonds issued unless the proposition or question to borrow money and issue bonds for the purpose or purposes and in the amount prescribed in said resolution shall be submitted to the voters of such school district at some general or special election held in such school district, or at a special election called for such purpose and the majority of all the votes cast shall be in favor of such proposition: *Provided, further*, that no such board of education or school district shall incur any indebtedness hereunder, which together with all other outstanding indebtedness, exceeds in the aggregate five (5) per centum on the value of taxable property of such school district, to be ascertained by the last assessment for State and county taxes previous to the incurring of such indebtedness.

§ 2. Whenever it is desired to submit to the voters of any school district to which this Act applies, the proposition or question to borrow money and issue bonds for any or all of the purposes specified in this Act, the president or secretary of the board of education of such school district shall, in writing, direct the county clerk or board of election commissioners, or other authority required by law, to give notice of general elections held within the city, town or county wherein such school district is situated, to give notice that such proposition or question shall be submitted to the voters of such school district, upon such date as the president or secretary shall have in writing specified. And thereupon such county clerk, board of election commissioners or such other authority shall post or cause to be posted a notice in some public place in each election precinct within such school district, twenty (20) days prior to the date of the election at which such proposition or question shall be submitted to the voters of such school district, or publish or cause to be published once each week for two successive weeks, a notice in some secular newspaper of general circulation in and published in the city, town or county wherein such school district is situated, stating that such proposition or question shall be submitted to the voters of such school district. The time and place or places of election shall be specified in such notice, and the proposition or question to be voted upon at such election shall be stated therein.

§ 3. The ballot to be used at any election when said proposition or question shall be submitted to the voters of any school district to which this Act applies, shall be a separate distinct ballot, and the total amount of the bonds sought to be issued, and the specific purpose or purposes for which said bonds shall be issued shall be stated on said

ballot. The ballot used at such election shall be substantially in the following form:

Shall bonds or obligations for the purpose of (state specific purpose) in the sum of \$. 00 be issued by the board of education of	Yes	
	No	

The ballots cast at such election shall be canvassed, and the result of such election shall be entered of record and certified to as provided by law for other elections in such districts.

§ 4. All bonds authorized to be issued under and by virtue of this Act, before being issued, negotiated and sold shall be signed by the president of the board of education of the school district for the benefit of which said bonds shall be issued, and attested by the secretary of such board of education, and countersigned by the treasurer of such board of education or of such school district. All of such bonds shall be numbered by such treasurer and registered in a book provided for such purpose. All moneys borrowed under and by virtue of this Act shall be paid into the treasury of such board of education or of such school district, and thereupon the treasurer thereof shall deliver the bond or bonds therefor to the person, persons, corporation or corporations entitled to receive the same. Such treasurer shall record the exact amount for which each bond shall be issued, negotiated and sold, and when any bond shall be paid, the treasurer shall duly cancel the same and enter in the register opposite the record of such bond the date, month and year when said bond was paid.

§ 5. This Act shall not be construed to repeal "An Act to authorize certain school districts to issue bonds for certain purposes," approved and in force May 10, 1901.

APPROVED June 29, 1915.

CERTIFICATES.

AN ACT to amend section 6 of an Act entitled, "An Act to provide for the certification of teachers," approved June 28, 1913, in force July 1, 1914.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That section 6 of an Act entitled, "An Act to provide for the certification of teachers," approved June 28, 1913, in force July 1, 1914, be and the same hereby is amended so as to read as follows:

§ 6. County certificates granted by the county superintendent and the requirements for the same shall be as follows:

First.—A third grade elementary school certificate, valid for one year in the first eight grades of the common schools of the county in which it is issued and in no other county. This certificate shall be renewable once only and on evidence satisfactory to the county super-

intendent of three months' successful teaching or six weeks' professional training. Applicants for this certificate shall be examined in orthography, civics, Illinois history, physiology, penmanship, reading, grammar, geography, United States history, arithmetic, and the principles and methods of the State course of study. This certificate shall not be issued the second time to the same person. At the option of the county superintendent this certificate may be issued without examination to persons who have successfully completed two years of work in a recognized normal school, or one year of such work if the applicant is a graduate of the tenth grade.

Second.—A second grade elementary school certificate valid for two years in the first eight grades of the common schools of the county and in the ninth and tenth grades when endorsed for the same by the county superintendent. This certificate shall be renewable on evidence satisfactory to the county superintendent of six months' successful teaching or twelve weeks' professional training, and a second time if in the period following the date of issue the holder shall have acquired eighteen weeks' professional training in any recognized school providing such training, and, thereafter, the same shall be renewable indefinitely for periods of two years upon evidence of successful teaching and professional growth satisfactory to the county superintendent.

The applicant for this certificate shall be examined in orthography, civics, Illinois history, physiology, penmanship, reading, grammar, geography, United States history, arithmetic, elementary science, pedagogy, and the principles and methods of the State course of study. At the option of the county superintendent this certificate may be issued without examination to persons who have completed the junior year's work in a recognized normal school, or its equivalent.

Third.—A first grade elementary school certificate, valid for three years in the first ten grades of the common schools of the county, and in the high school when endorsed for the same by the county superintendent. This certificate shall be renewable indefinitely for periods of three years, upon evidence of successful teaching and professional growth satisfactory to the county superintendent. The requirements for this form of certificate shall be: (1) Graduation from a recognized high school, or an equivalent preparation; (2) six months of successful teaching, and (3) an examination in orthography, including spelling, civics, Illinois history, physiology, penmanship, reading, grammar, geography, United States history, arithmetic, pedagogy, English, algebra, general history, and any three of the following natural sciences: Botany, zoology, physics, chemistry and physiography. This certificate shall be issued to graduates of a recognized normal school, or from an institution offering an equivalent preparation, provided the applicant has had one year of successful practice teaching, and applies for the certificate within three years after graduation.

Fourth.—A high school certificate, valid for three years in the high schools, and also in the seventh and eighth grades of the county.

This certificate shall be renewable indefinitely for periods of three years on evidence satisfactory to the county superintendent of successful teaching or supervision and professional growth. The requirements for this form of certificate shall be: (1) Graduation from a

recognized high school, or an equivalent preparation; (2) a certificate showing the completion of at least two years' successful work in any recognized higher institution of learning, and (3) an examination in English, pedagogy, and six high school subjects, three majors and three minors, chosen from a list prescribed by the examining board hereinafter provided for: *Provided, however*, that graduates of a recognized normal school, college or university may offer within three years after graduation, certified credits in lieu of examination in the above subjects accompanied by faculty recommendations of ability to teach in the high school.

Fifth.—A supervisory certificate, valid for three years for supervisory work in any district in the county and for teaching in the schools supervised by the holder. This certificate shall be renewable for three-year periods on satisfactory evidence of successful teaching or supervision, and of professional growth. The requirements of this certificate shall be: (1) Graduation from a recognized high school and at least two years' work in a recognized higher institution, one of which shall have been in a normal school, or an equivalent preparation; (2) two years' successful teaching or supervision, and (3) a successful examination in English, educational psychology, the history of education, and school administration.

Sixth.—A kindergarten primary certificate, valid for two years in any kindergarten and in the first two grades of the common schools of the county, providing the kindergarten training school of which the applicant is a graduate gives adequate preparation for the first two grades of work. This certificate shall be renewable for two-year periods on evidence of successful teaching satisfactory to the county superintendent. The requirements for this form of certificate shall be graduation from a recognized high school and from a recognized kindergarten training school, or the completion of an equivalent course; or in lieu of graduation from such training school, such examination in English, and the theory and practice of kindergarten and primary work as may be prescribed by the examining board.

Seventh.—A special certificate, valid for two years in the common schools of the county, renewable for two year periods. Such certificate shall be issued in music, drawing, agriculture, manual training, domestic science, domestic art, physical training, penmanship, bookkeeping, German, and such other subjects as may be added by the examining board and shall authorize the holder to teach only the subject or subjects named in the certificate. The requirements for this form of certificate shall be graduation from a recognized high school, or an equivalent preparation, and a certificate showing the completion in a recognized higher institution of learning of at least two years' special training in the special subject or subjects, certified credits in English and the principles and methods of teaching, and satisfactory evidence that the applicant has taught or can teach the subjects successfully. In lieu of such special training and certified credits a special certificate may be obtained by an examination in English and the principles and methods of teaching and in the special subject or subjects.

APPROVED June 23, 1915.

COUNTY BOARD.

AN ACT to amend section 207 of an Act entitled, "*An Act to establish and maintain a system of free schools,*" approved and in force June 12, 1909.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That section 207 of "An Act to establish and maintain a system of free schools," approved and in force June 12, 1909, be and the same is hereby amended to read as follows:

§ 207. It shall be the duty of the county board of each county of the State:

First.—To provide for the county superintendent of schools a suitable office with necessary furniture and office supplies, as is done in the case of other county offices.

Second.—To examine and approve or reject the report of the county superintendent of schools made to such board.

Third.—To allow, when in their judgment they shall deem proper, reasonable traveling expenses in performance of the duties of the office of county superintendent of schools.

Fourth.—To audit at the regular meeting in September, and as near quarterly thereafter as such board may have regular or special meetings, the itemized bills of the county superintendent of schools for his office and traveling expenses.

Fifth.—To authorize the county superintendent of schools to employ such assistants as he needs for the full discharge of his duties, and to fix the compensation thereof, which compensation shall be paid out of the county treasury.

Sixth.—To examine the financial statements of the county superintendent of schools required by section 11 of this Act and compare the same with vouchers, and the county board, or so many of them as may be present at the meeting of the board, shall be liable individually to the fund injured and to the securities of the county superintendent, in case judgment be recovered of the said securities, for all damages occasioned by neglect of the duties, or any of them, required of the board by this section: *Provided, however,* that nothing herein contained shall be construed to exempt the securities, but they shall remain liable to the fund injured the same as if the members of the county board were not liable to them for neglect of their duty.

APPROVED June 25, 1915.

COUNTY SUPERINTENDENTS.

AN ACT to amend section 5 of an Act entitled, "*An Act to establish and maintain a system of free schools,*" approved and in force June 12, 1909.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That section 5 of an Act entitled, "An Act to establish and maintain a system of free schools," approved and in force June 12, 1909, be and the same is hereby amended so as to read as follows:

§ 5. On Tuesday next after the first Monday in November, 1918, and quadrennially thereafter, there shall be elected by the qualified voters of every county in the State, a county superintendent of schools, who shall enter upon the discharge of his duties the first Monday of August next after his election. No one shall be eligible to the office of county superintendent of schools who is not of good character, actually engaged in educational work, the holder of a valid county supervisory certificate, or a State certificate, and who has not had at least four years' experience in teaching.

APPROVED June 28, 1915.

DELINQUENT CHILDREN.

AN ACT to amend an Act entitled, "*An Act to enable school directors and boards of education to establish and maintain classes and schools for delinquent children committed by courts of competent jurisdiction and providing for the payment from the State treasury of the excess cost of maintaining and operating the said classes and schools over the cost of maintaining and operating elementary schools for normal children,*" approved June 2, 1911, in force July 1, 1911, by amending section one (1) thereof.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That an Act entitled, "*An Act to enable school directors and boards of education to establish and maintain classes and schools for delinquent children committed by courts of competent jurisdiction, and providing for the payment from the State treasury of the excess cost of maintaining and operating the said classes and schools over the cost of maintaining and operating elementary schools for normal children,*" approved June 2, 1911, in force July 1, 1911, be and the same is hereby amended by amending section one (1) thereof so that the said section one (1) when amended shall read as follows:

§ 1. That boards of education, school directors, and boards of school inspectors, whether acting under the general law or a special charter, shall be empowered to establish and maintain classes and schools for the delinquent children, residents of such cities, committed by courts of competent jurisdiction.

APPROVED June 23, 1915.

ELECTIONS.

AN ACT to amend an Act entitled, "*An Act to establish and maintain a system of free schools,*" approved and in force June 12, 1909, by amending section 126a.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That an Act entitled, "*An Act to establish and maintain a system of free schools,*" approved and in force June 12, 1909, be and the same is hereby amended by amending

section 126a thereof, so that said section 126a shall read when amended as follows:

§ 126a. The ballots to be used at the election held for the selection of a president and members of the board of education shall be furnished by the district and shall be in form substantially as follows:

FOR PRESIDENT, TO SERVE FOR ONE YEAR

Vote for one

☐

John Adams

☐

James Brown

FOR TWO MEMBERS TO SERVE FOR THREE YEARS

Vote for two

☐

Frank Chance

☐

Tyrus Cobb

☐

Margaret Murphy

☐

Elizabeth Browning

The voter shall make a cross-mark in the square preceding the name or names of the candidate or candidates of his choice and the ballot shall be so counted. The nominations of candidates for the offices of president and members of the board of education shall be made only by petition. All petitions shall be filed with the secretary at least ten days before the day of election. All petitions shall be signed by at least 10 per cent of the legal voters of the district, but not to exceed fifty such signatures shall be required to make valid any petition. The names of candidates shall be printed in the order in which the petitions are filed with the secretary. Such election shall be held under the Australian ballot system as provided in the general election laws and as detailed in section 309 and section 310 of said election laws, at the schoolhouse or such other place as shall be designated by the proper officers in the notice of election.

APPROVED June 23, 1915.

ELECTION OF TRUSTEES.

AN ACT to amend an Act entitled, "An Act to establish and maintain a system of free schools," approved and in force June 12, 1909, as amended by subsequent Acts, by amending section twenty-two (22) thereof.

SECTION 1. Be it enacted by the People of the State of Illinois, represented in the General Assembly: That an Act entitled, "An Act

to establish and maintain a system of free schools," approved and in force June 12, 1909, as amended by subsequent Acts, be and the same is hereby amended by amending section twenty-two (22) thereof, so that said section when amended shall read as follows:

§ 22. The election of trustees of schools shall be held, in townships whose boundaries do not coincide with those of towns, on the second Saturday of April, annually. In townships whose boundaries do coincide with those of towns as established under the township organization laws, the trustee or trustees shall be elected at the same time and in the same manner as town officers. In townships in which no election for school trustees has heretofore been held, or in townships in which from any cause there are no trustees of schools, or in case of a vacancy or vacancies, the election of trustee or trustees of schools may be held on any Saturday. No person shall hereafter be nominated for the office of trustee of schools in townships containing 20,000 inhabitants or over, except by petition signed by at least twenty-five (25) legal voters of the school township in which he is seeking nomination and election filed ten (10) days prior to such election with the township treasurer, or, in case of a first election, with the county clerk. The township treasurer shall, in townships containing 20,000 inhabitants or over, furnish all ballots to be used at the election for trustees, and the name of no candidate shall be printed on such ballots except a petition shall be filed in his behalf as herein provided.

APPROVED June 23, 1915.

ELECTIONS VALIDATED.

AN ACT to legalize certain elections held since July 1, 1911, under and by virtue of "An Act to authorize the organization of high school districts," approved June 5, 1911, and in force July 1, 1911, and all proceedings taken in pursuance thereof, and to abate certain pending suits.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That whenever any election has been held since July 1, 1911, under and by virtue of "An Act to authorize the organization of high school districts," approved June 5, 1911, and in force July 1, 1911, at which the votes of women may have been the deciding factor in carrying such election then, and in such case, such elections are hereby made and held to be legal, valid and binding, and all high school districts organized under and by virtue of such elections and in pursuance thereof, if otherwise legally organized, are hereby held and declared to be duly and legally organized and made valid and binding, and all officers elected and all acts done under and by virtue of such elections and in pursuance thereof, if otherwise legal, are hereby made valid and declared to be legal, binding and of full force and effect, and all pending suits, questioning the validity of such elections on the aforesaid grounds, shall abate: *Provided*, that this Act shall not apply to any district, portions of which have since the organization of such district, been later organized into or as a part of any other district or districts.

§ 2. Whereas, an emergency exists, therefore, this Act shall be in full force and effect from and after its passage and approval.

APPROVED April 24, 1915.

EMINENT DOMAIN.

AN ACT giving to the trustees of schools, board of school inspectors, board of education or other corporate authority managing and controlling the public schools of any school district existing by virtue of any special charter and governed by any or all such special charters or special or general school laws of this State, and having a population of fewer than 500,000 inhabitants, the power to acquire property and to have the compensation to be paid therefor determined by the exercise of the right of eminent domain.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That whenever any school district existing by virtue of any special charter and governed by any or all such special charter or special school laws of this State, and having a population of fewer than 500,000 inhabitants, shall require any lot or parcel of land situated within such school district for a site for a school building, or for an addition to any school building already erected and used for school purposes, or shall require any lot or parcel of land situated within such school district for the purpose of a playground for school children, and the compensation for such lot or parcel of land cannot be agreed upon between the owner or owners of such lot or parcel of land and the trustees of schools, board of school inspectors, board of education or other corporate authority managing and controlling the public schools of such district it shall be lawful for the trustees of schools, board of school inspectors, board of education, or other corporate authority managing and controlling the public schools of such district to acquire such lot or parcel of land and have the compensation to be paid therefor determined in the manner which may at the time be provided by law for the exercise of the right of eminent domain.

APPROVED June 23, 1915.

HIGH SCHOOLS DISCONTINUED.

AN ACT to amend an Act entitled, "*An Act to authorize the organization of high school districts,*" approved June 5, A. D. 1911, by adding thereto an additional section providing for discontinuing such high school districts.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That an Act entitled, "*An Act to authorize the organization of high school districts,*" approved June 5, 1911, be and hereby accordingly is amended by adding thereto an additional section to be known as section No. eight in words and figures following, to-wit:

§ 8. When any entire high school district desires to discontinue the township high school, the county superintendent, upon the receipt of a petition signed by a majority of the legal voters of the said

district shall, forthwith, order an election to be held in the manner provided by this act, for the purpose of voting "for" or "against" the proposition to discontinue the township high school. If two-thirds of the ballots cast at the election shall be in favor of discontinuing the township high school, the county superintendent shall direct the high school board of education to discharge all outstanding obligations and to distribute the remainder of the assets of the high school district to the underlying districts and parts of districts in proportion to the assessed valuation of all the property of such districts and parts of districts: *Provided*, that an election to discontinue the township high school shall not be called within the period of two years from the establishment of such township high school, nor within a period of two years following any such election called to discontinue the township high school. When a township high school shall be discontinued by an order of any court of competent jurisdiction, the assets of the high school district shall be distributed in the manner provided by this section.

APPROVED June 26, 1915.

HIGH SCHOOL PRIVILEGES.

AN ACT to provide for the payment of high school tuition and to provide free high school privileges for graduates of the eighth grade, and to repeal an Act entitled, "An Act to provide high school privileges for graduates of the eighth grade," approved June 26, 1913, in force July 1, 1913.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That graduates of the eighth grade residing in districts which do not provide four years of recognized high school work shall be admitted upon the payment of tuition to any recognized public high school for the completion of such portion of a four-year course as is not provided by the home districts. The parent or guardian shall select the high school to be attended subject to the consent of the high school board and the approval of the county superintendent. The school selected may be any recognized two, three or four year public high school.

§ 2. An eighth grade graduate, in the meaning of this Act, is any person of school age who gives satisfactory evidence of having completed the first eight grades of school work by presenting a certificate of promotion issued by the home school board or by passing an examination set by the county superintendent or by a recognized high school.

§ 3. A recognized high school, in the meaning of this Act, is any public high school providing a course of two or more years of work approved by the superintendent of public instruction.

§ 4. On or before the 15th day of March of each year the clerks of school boards in the districts where tuition pupils reside, and the clerks of boards of the high schools attended by pupils not residents of such high school districts, shall report to the county superintendent of the county where such pupils reside the names of such pupils and the tuition charges for same, and the school districts in which they

reside and the name of the high school attended, and such other facts as he may require.

§ 5. On or before the first day of April of each year the county superintendent of schools of each county, having ascertained the number of pupils from his county attending high schools under the provisions of this Act and the amount of tuition due each high school attended, shall pay all such tuition to the clerks of the boards in control of such high schools out of the State school fund apportioned to that county before distributing the same as now provided by law, and shall report all of his transactions relating thereto to the township treasurers of his county and to the superintendent of public instruction on or before the 15th day of April of that year.

§ 6. The county superintendent of any county may limit the maximum amount of tuition per pupil in his county to forty dollars, but in such case shall notify all of the high schools in the county of his action before the opening of the school year: *Provided*, that the tuition in no instance shall be greater than the per capita cost of maintaining the high school selected, and that when a pupil attends less than the school year the tuition shall be estimated upon the number of months attended.

§ 7. All pupils attending high schools under the provisions of this Act, shall attend a high school in the county where such pupil resides, except for sufficient reasons appearing to the county superintendent of schools of the county where such pupil resides he may issue a written permit for such pupil to attend a high school in another county.

§ 8. An Act entitled, "An Act to provide high school privileges for graduates of the eighth grade," approved June 26, 1913, in force July 1, 1913, and all other Acts or parts of Acts in conflict with the provisions of this Act are hereby repealed.

APPROVED June 30, 1915.

JACKSONVILLE SCHOOL DISTRICT.

AN ACT to repeal Article XI of an Act entitled "*An Act to incorporate the City of Jacksonville in the County of Morgan and State of Illinois,*" approved February 15, 1867, as amended by an Act approved March 29, 1869.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That Article XI of an Act entitled "*An Act to incorporate the City of Jacksonville, in the County of Morgan, and State of Illinois,*" approved February 15, 1867, as amended by an Act approved March 29, 1869, be and the same is hereby repealed. This act shall not take effect and be in force until the first day of March, A. D. 1916.

APPROVED June 26, 1915.

KINDERGARTENS.

AN ACT to amend section 115 of an Act entitled, "*An Act to establish and maintain a system of free schools, approved and in force June 12, 1909.*"

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That section 115 of an Act

entitled, "An Act to establish and maintain a system of free schools, approved and in force June 12, 1909," be amended so as to read as follows:

§ 115. The board of school directors shall be clothed with the following powers:

First.—To purchase a suitable book for their records.

Second.—To allow the clerk a reasonable compensation for his services, payable out of money not otherwise appropriated.

Third.—To dismiss a teacher for incompetency, cruelty, negligence, immorality or other sufficient cause.

Fourth.—To assign pupils to the several schools in the district; to admit nonresident pupils when it can be done without prejudice to the rights of resident pupils; to fix rates of tuition, and to collect and pay the same to the township treasurer for the use of the district.

Fifth.—To suspend or expel pupils guilty of gross disobedience or misconduct, and no action shall lie against them for such expulsion or suspension.

Sixth.—To provide that children under twelve years of age shall not be kept in school more than four hours daily.

Seventh.—To appropriate school funds for the purchase of libraries and apparatus, after the provision has been made for the payment of all necessary school expenses.

Eighth.—To sell at public or private sale any personal property belonging to the school district, and not needed for school purposes.

Ninth.—To grant special holidays whenever in their judgment such action is advisable, but no deduction shall be made from the time or compensation of a teacher on account of such days.

Tenth.—To have the control and supervision of all public school houses in their district, and to grant the temporary use of them, when not occupied by schools, for religious meetings and Sunday schools, for evening schools and literary societies, and for such other meetings as the directors may deem proper. To grant the use of assembly halls and class rooms when not otherwise needed, including light, heat and attendants, for public lectures, concerts, and other educational and social interests, but under such provisions and control as they may see fit to impose, and to conduct or provide for the conducting of recreational, social and civic activities in the school buildings under their control.

Eleventh.—To decide when a site or building has become unnecessary, unsuitable or inconvenient for a school.

Twelfth.—To borrow money, and issue bonds for the purposes and in the manner provided by this Act.

Thirteenth.—To furnish each school with a flag and staff, as provided by law.

Fourteenth.—To establish classes having an average attendance of not fewer than fifteen pupils for the instruction of crippled children over the age of six and under twenty-one years.

Fifteenth.—To establish classes for the instruction of deaf children over the age of three and under twenty-one years: *Provided, however,* that no person shall be employed to teach the deaf who shall

not have received instruction in the methods of teaching the deaf for a term of not less than one year.

Sixteenth.—To establish kindergartens for the instruction of children between the ages of four and six years, if in their judgment the public interest requires it, and to pay the necessary expenses of the same out of the school funds of the district: *Provided*, that no one shall be employed to teach in a kindergarten who does not hold a kindergarten certificate as provided by law.

APPROVED June 26, 1915.

PENSIONS.

AN ACT in relation to an Illinois State Teachers' Pension and Retirement Fund.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That there be and is hereby created an Illinois State Teachers' Pension and Retirement Fund, which shall be managed by a board of trustees, to be known as the board of trustees of the Illinois Teachers' Pension and Retirement Fund. Such board shall consist of five (5) members, of whom the Superintendent of Public Instruction and the State Treasurer shall be ex officio members, and three other members, who shall be elected by the teachers who are contributors to said fund or who have become annuitants under provisions of this Act, at an annual election, as hereinafter provided. No teacher shall be elected as a member of the board of trustees by the teachers and annuitants as aforesaid who is not a contributor, or an annuitant as aforesaid, at the time of the election. The term of office of the elective members of the said board of trustees shall be three (3) years, except as provided in section 3 of this Act, and such term shall begin on the first day of January next succeeding after such election takes place: *Provided*, the elective members of the first board of trustees shall assume office immediately after their election. In case any trustee ceases to be a contributor or an annuitant, his office shall become vacant and shall be filled as hereinafter provided for the filling of vacancies.

§ 2. Any person qualified to be elected a member of said board of trustees may be nominated as a candidate for that office by petition in writing signed by not less than one hundred contributors to said fund, or annuitants as aforesaid, and in the manner following: No petition shall contain the names of a greater number of candidates than there are offices to be filled. No person shall petition for the nomination of more candidates than there are offices to be filled. No signature of a petitioner shall be valid unless there shall appear on the petition opposite such signatures the school district, city, town, or village and county in which such petitioner is a teacher, or if an annuitant, his or her postoffice address. All such petitions shall be filed in the office of the Superintendent of Public Instruction of this State not less than thirty days nor more than forty days next before the annual election day hereinafter mentioned. Each membership in said board of trustees shall be considered as one office. The number

of candidates whose names shall appear on the ballot shall not exceed six for each office. The persons petitioned for by the largest number of persons shall be the candidates and their names shall appear on the ballot in the order of the number of petitioners for each, the name of the candidate having the greatest number appearing first, etc. When the time within which nominating petitions may be filed has expired, the Superintendent of Public Instruction shall cause the names of all persons nominated for any office or offices to be filled at the next annual election to be printed on one ballot, indicating thereon the term of office for which they are severally nominated, and one of the ballots so made up shall, together with a printed copy of the sections of this Act pertaining to elections, be mailed to each contributor, and annuitant as aforesaid, at his or her last known address, at least one week before said annual election day. There shall be mailed at the same time to such member a stamped envelope, properly addressed to the Superintendent of Public Instruction at his office, and also an envelope marked "For Ballot Only," and a slip for signature, as hereinafter provided. Each person, upon marking his or her ballot, shall enclose the same in the envelope marked "For Ballot Only," and shall seal the same, and shall write his or her signature and the name of the school district, city, town or village and county in which such voter is a teacher or annuitant as aforesaid, upon the slip of paper provided for that purpose, and shall enclose both said slip and the sealed envelope containing his or her ballot in the envelope addressed to the Superintendent of Public Instruction and shall mail the same. Ballots shall be in the form, as near as may be, of ballots prepared under "An Act to provide for the printing and distribution of ballots at public expense and for the nomination of candidates for public offices, to regulate the manner of holding elections and to enforce the secrecy of the ballot," approved June 22, 1891, in force July 1, 1891, commonly called "Australian Ballot Act." The voter shall indicate his choice by making a cross mark in the square before the name of each person voted for, as near as may be in the same manner as provided in said Australian Ballot Act. Each contributor to said fund and each annuitant as aforesaid shall be entitled to one vote for each office to be filled at such election.

§ 3. December 27, unless said day fall on Sunday, and in that event, December 28, in each year, is herein designated as annual election day. On said annual election day the envelopes addressed and mailed to the Superintendent of Public Instruction shall be publicly opened at his office. The name of the person voting, as shown on the enclosed slip, shall be checked off on the roll of contributors and annuitants as aforesaid, and a list of such voters shall be made, and the envelope marked "For Ballot Only," accompanying such slip, shall then be set aside to be later publicly opened and the ballot therein counted by a board of canvassers. Said board shall consist of seven members to be selected from the contributors and annuitants as aforesaid, in such manner as the board of trustees shall by by-law provide, one from each of the seven districts in which this State has been divided for the election of judges of the Supreme Court. No ballot shall be counted unless accompanied by said slip, properly filled

out as heretofore provided by a contributor or annuitant as aforesaid, nor unless received by the Superintendent of Public Instruction before 10 o'clock a. m. on said annual election day. When the names of all voters shall have been checked, the envelopes marked "For Ballot Only" shall be opened and the ballots removed therefrom and counted. The person or persons receiving the highest number of votes shall be elected. In case more persons than one have the same number of votes, the choice shall be decided by lot. The Superintendent of Public Instruction shall make and keep a record of the result of the election and furnish a copy thereof to the board of trustees, and shall notify the persons elected of their election. At the first annual election there shall be elected one member of said board of trustees for the term of one year, one member for the term of two years, and one member for the term of three years, and annually thereafter there shall be elected one member for a term of three years in the manner heretofore provided.

§ 4. In case of a vacancy in the board of trustees, the remaining members of said board shall fill such vacancy by appointment until the next annual election, when a trustee for the unexpired term shall be elected.

§ 5. After the passage of this bill and until the elective members of the first board of trustees shall assume office, as provided in section 1 of this Act, the Superintendent of Public Instruction, the Auditor of Public Accounts and the Secretary of State shall constitute a temporary board of trustees of the Illinois State Teachers' Pension and Retirement Fund. Such temporary board shall account for all its transactions in the same manner as hereinafter provided for the board of trustees.

§ 6. Said board of trustees shall organize by the election of one of their number as president. The State Treasurer shall be ex officio treasurer of said board, and shall receive and make payments from and account for said funds in the same manner as for other State funds, except as hereinafter provided. Said Treasurer shall safely keep such funds, subject to the control and direction of the board of trustees, and shall keep his books and accounts in such manner as may be prescribed by said board, and said books and accounts shall always be subject to the inspection of said board, or any member thereof. Said Treasurer shall be liable on his official bond for the proper performance of his duties and the conservation of the fund created by this Act. Said board shall employ a secretary, for such term as may be determined, who shall perform such duties as may be prescribed by the board.

§ 7. The board of trustees shall meet regularly four times a year at such times as said board may by by-law provide, or at the call of the president or any three members. Said board may adopt rules for the government of its meetings and for the administration of the fund, in accordance with the provisions of this Act.

§ 8. Members of said board shall receive no compensation, except their necessary expenses incurred in attending the meetings, to be paid from the Illinois State Teachers' Pension and Retirement Fund. If said board shall elect one of its members secretary, such member

may receive compensation for services rendered as secretary. The secretary may receive a salary to be fixed by the board. The compensation of the secretary and other necessary expenses incurred by said board in carrying out the provisions of this Act shall be paid from the fund. The Auditor of Public Accounts is authorized to draw warrants payable from said fund upon the State Treasurer for all salaries and expenses provided for in this Act upon the presentation of vouchers approved by the president and the secretary of said board of trustees.

§ 9. The board of trustees shall have charge of the administration of said fund, and shall have power to invest the same upon the approval of the State Treasurer in the same manner and subject to the same terms and conditions as township trustees are permitted to invest school funds under the law, and shall have power to make payments from said fund of pensions or annuities granted in this Act.

§ 10. The board of trustees shall report annually at the first meeting after June 30. A copy of said report shall be transmitted to the Superintendent of Public Instruction, who shall include the same in his biennial report to the Governor.

§ 11. Said board shall not be a corporation, but may sue and be sued in the name of the board. All actions brought by or against the board shall be prosecuted or defended, as the case may be, by the Attorney General or other counsel, as the board of trustees may from time to time decide.

§ 12. The board of directors, board of education, or other governing body of public schools in each school district of the State, coming under the provisions of this Act, shall retain on every pay day from the salary of each teacher the amount hereinafter provided: *Provided*, that such amount shall not be retained from the salary of any teacher employed in said public schools when this Act takes effect who has not elected to come within the provisions of this Act as provided for in section 15. Each teacher shall be furnished a statement by such board showing the amount deducted from the salary of said teacher.

§ 13. All persons who shall be employed to teach in the public schools of the State, coming under the provisions of this Act, shall, after this Act takes effect, be entitled to the benefits of the fund upon complying with the provisions of this Act, and for the purposes of this Act such persons shall be divided into the following classes:

First.—Those who have taught ten years or fewer than ten years.

Second.—Those who have taught more than ten years and not more than fifteen years.

Third.—Those who have taught more than fifteen years.

After this Act shall take effect there shall be set apart from the salaries of all such persons so employed as teachers in the public schools of this State, coming under the provisions of this Act, \$1.00 per month for the first five months taught after July first of each year by such teacher while he or she remains in the first class; \$2.00 per month for the first five months taught after July first of each year by such teacher while he or she remains in the second class; \$6.00 per month for the first five months taught after July first of each year

by such teacher for the first ten years while he or she remains in the third class, which amount shall be deducted by the managing body of the school taught by such teacher from the salary of such teacher at the regular time for the payment thereof, and the same shall be paid into and constitute a part of the said Teachers' Retirement Fund. The total amount paid into said fund by each teacher shall be based upon twenty-five years of service as teacher as provided in this section: *Provided*, that such total amount shall not be less than the full amount of the annuity to which such teacher shall be entitled for the first year, Said assessments shall cease after 25 years of service.

All teachers becoming contributors to said Teachers' Pension of [and] Retirement Fund for the first time shall submit to the managing body of the school taught by them evidence which has been approved and accepted by the board of trustees of said fund, attesting and proving service rendered in public schools, and such evidence shall be the basis for placing such teachers in the proper class of the classes provided in this section.

§ 14. Any person becoming a teacher in the public schools of this State coming under the provisions of this Act, after this Act takes effect, shall be conclusively deemed to undertake and agree to pay such amounts and have such amounts deducted from his or her salary as herein provided.

§ 15. Any person employed as a teacher in the public schools of this State, coming under the provisions of this Act, when this Act takes effect, or who has previously taught in the public schools of this State and resumes teaching, may at any time before the first day of September, 1920, elect to come within the provisions of this Act by notifying in writing the board of trustees of the Illinois State Teachers' Pension and Retirement Fund.

At the time of giving said notice to the board of trustees, as herein provided, such teachers shall notify in writing the local school board or managing body of the school taught of his or her election to come within the provisions of this Act; and said notice shall authorize said school board or managing body to deduct from the payments of salary due him or her a sum equal to the amount to be deducted from the salary of such teacher, as provided in section 13.

§ 16. The board of directors, board of education, or other governing body of public schools in each school district of the State, coming under the provisions of this Act, shall each year within seven days after the thirtieth day of June, forward to the State Treasurer a statement, verified by the secretary or clerk thereof, of the moneys so retained in accordance with the provisions of this act, together with said moneys so retained.

§ 17. Said statement shall include the following: Name and monthly salary of each teacher; number of months of school taught by each teacher in said public schools of the district, village or city over which said school board or said managing body of such school has jurisdiction during the school year for which the statement is made; the number of months constituting a school year in such district, village or city; the total salary of each teacher; the total amount withheld from the salary of each teacher in accordance with the

provisions of this Act; the total amount so withheld from the salaries of said teachers for the school year next preceding, and the total number of years each teacher has taught in the public schools of the State.

§ 18. Said school board or managing body shall at the same time send a copy of said statement to the county superintendent of schools of the county in which is located the schoolhouse in which is taught the school under the control of such school board or managing body.

§ 19. If no teacher in such city, village or school district comes under the provisions of this Act, the school board, or other managing body of such city, village or school district shall state this fact under the oath of the secretary or clerk thereof to the State Treasurer, and shall at the same time forward a copy of said statement to the county superintendent of said county.

§ 20. Each county superintendent shall each year on or before the first day of August report under oath to said board of trustees. Said report shall contain an itemized account of the statements received by him from the school boards and a statement of the total amounts so withheld from the salaries of all of said teachers in said report.

§ 21. The following shall keep complete and uniform records of the data contained in said report in such form and in such manner as shall be formulated and described by the board of trustees of said retirement fund: Each county superintendent, each school district board, each high school district board, and all other managing bodies, in cities and districts coming under the provisions of this Act.

§ 22. The State Treasurer shall credit all moneys received under the provisions of this Act to the fund designated as the Illinois State Teachers' Pension and Retirement Fund.

§ 23. There shall be set aside annually by the Auditor of Public Accounts from the common school fund of this State and paid into the State Treasury for the maintenance and administration of the Illinois State Teachers' Pension and Retirement Fund an amount sufficient to meet all the demands made upon said pension and retirement fund, in accordance with the provisions of this Act, which amount, until otherwise provided by law, shall be equal to one-tenth of one mill upon each dollar of the assessed valuation of all the taxable property of the State, exclusive of cities and school districts not coming under the provisions of this Act: *Provided*, that that portion of the common school fund apportioned to cities or school districts not coming under the provisions of this Act, shall not be diminished or affected by the provisions of this section.

§ 24. The moneys received under the provisions of this Act, together with any donations or legacies received therefor, or other moneys received from any legal source or increment, shall constitute a fund, to be known as the Illinois State Teachers' Pension and Retirement Fund.

§ 25. Any person, who is a resident of Illinois, and who has complied with the provisions of this section may retire and receive the annuity provided for, in the following cases:

(a) After a period or periods aggregating twenty-five years of service as teacher in the public schools of the United States, of which fifteen years must have been spent in the public schools of this State, provided that the payments and deductions of his or her salary have been made and turned over to said fund as provided in sections 12 and 13. If said payments shall not have amounted to \$400.00, the teacher shall pay into the fund the deficiency before receiving the annuity, with interest as provided by clause (b) of this section. No person while receiving a teacher's annuity from any other public school teachers' pension or retirement fund shall receive an annuity from the fund created under this Act. Nor shall any person under fifty years of age receive an annuity except as provided in paragraph (c) of this section.

(b) Teachers who elect to become contributors to and beneficiaries of the said Illinois State Teachers' [Pension] and Retirement Fund, under the provisions of this section may count past services in public schools as a part or the whole of the period of twenty-five years hereinafter specified, but no annuity shall be paid until said teacher shall have paid into the fund a sum equal to that which he or she would have contributed under the provisions of this section, had he or she been a regular contributor to said fund during said period of past service, together with simple interest thereon at the rate of four per cent per annum from the time such payments would have been made, had such person during such time been a contributor to such fund, to the time such person shall by making such payments become entitled to the benefits and credit of such past service.

(c) After fifteen years of service as teacher in the public schools, two-fifths of which may be outside of Illinois but within the United States, any teacher who shall have been declared by two competent physicians, who have made a physical examination of the teacher, at the request of the board of trustees, to be suffering from any disability such as to disqualify him or her for teaching, may during the continuance of such disability retire, provided that the payments of said teacher to the fund shall have amounted to a sum, as provided in sections 12 and 13. If said payments shall not amount to \$400.00, the teacher shall pay into the fund the deficiency before receiving the annuity. No person while receiving a teacher's annuity from any other public school teachers' pension or retirement fund shall receive an annuity from the fund created under said sections.

(d) In computing the terms of service under clauses a, b and c of this section, a year shall be a legal school year at the time and place where said service was rendered except that where the service was rendered in public schools not included in the provisions of this section, a time less than a legal school year in this State shall not be included as a year, but only such proportion of a year as the number of teaching weeks in each such year bears to the number of weeks required at the time to constitute a legal year in the State.

(e) Any person who has complied with the provisions of this Act and desires to retire from active service in said public schools, shall apply in writing to the board of trustees of the Illinois State Teachers' Pension and Retirement Fund.

(f) Any teacher coming from a public school not included within the provisions of this section who may be employed to teach in the public schools mentioned in this section may become a contributor to and beneficiary of said fund in like manner as provided in clause (b) of this section.

§ 26. Each teacher retiring from service of said public schools under the provisions of clauses a, b, c, d and e of section 25 shall annually and for life be entitled to receive an annuity of \$16.00 for each year of service as teacher: *Provided*, that said annuity shall not exceed \$400.00 in any one year, subject, however, to all of the provisions of this section.

§ 27. Any teacher who is a contributor to said fund who shall cease to teach in said public schools before becoming a member of the third class as provided in section 13, shall, if application be made in writing to the board of trustees within six months after the date of his or her retirement, be entitled to the return of 50 per cent of the amount, without interest, which shall have been paid into the fund by such teacher. If such teacher shall again thereafter teach in the public schools, he or she shall, within three years from the date of his or her return to the service of said public schools, return to said fund the amount so returned to such teacher, together with simple interest on said amount at 4 per cent per annum for the time such amount was withdrawn from the fund.

§ 28. Annuities payable under the provisions of this Act shall be paid quarterly on the first day of January, April, July and October of each year from the State Teachers' Pension and Retirement Fund, and the Auditor of Public Accounts is authorized and directed to issue his warrants on the State Treasurer, payable from said fund, upon the presentation of vouchers approved by the president and secretary of the board of trustees of said pension and retirement fund.

§ 29. Payments from the fund shall be made from the income thereof, and when necessary from the principal of moneys received under the provisions of this Act.

§ 30. One year's leave of absence for professional preparation, granted by the proper authorities to any teacher under the provisions of this Act, shall be computed as a part of said twenty-five years of service, provided that the payments to said fund shall be continued during said leave of absence at the same rate as if such person were in active service as such teacher. Such period or periods of absence in the aggregate shall be computed as a part of said twenty-five years of service of said teacher; and in case of absence of less than a school year, only the time covered by such absence shall be so computed.

§ 31. Any person retiring under the provisions of this Act may re-enter upon the work of teaching in said public schools. During said term of teaching, the annuity paid to such person shall cease. Said annuity shall again be paid to said person upon again retiring.

§ 32. Such annuities so created shall not be subject to attachment, garnishment, execution or other seizure by process, nor shall they be subject to sale, assignment, pledge, mortgage or other alienation.

§ 33. A suitable office in the Capitol, with suitable furniture and office supplies, shall be furnished for the board of trustees by the proper authority.

§ 34. The term "teacher" as used in this Act, shall include any teacher, teacher-secretary, supervisor, principal, supervising-principal, superintendent or assistant superintendent who shall teach or be employed in the public schools of this State: *Provided, however,* that service as county superintendent or assistant county superintendent may be counted as a part of the twenty-five years of service required to enable a teacher to receive the annuities provided for in this Act.

§ 35. If at the time this Act shall take effect there shall be in existence any teachers' retirement fund organized and existing or purporting to exist under sections 127a to 127n, both inclusive, of "An Act to establish and maintain a system of free schools," approved and in force June 12, 1909, as afterwards amended, or any other law of this State applying to schools and school teachers, in any city or school district coming under the provisions of this Act, the same and its property and funds shall be and hereby are merged into and made a part of said Illinois State Teachers' Pension and Retirement Fund, and the persons who have contributed to such existing fund shall be credited with the amounts contributed respectively as if such contributions had been made to said Illinois State Teachers' Pension and Retirement Fund; and the annuitants, if any, of such existing fund shall be eligible to become annuitants of said Illinois State Teachers' Pension and Retirement Fund, and its board of trustees shall take over the administration of such existing fund and administer the same under and in accordance with the provisions of this Act.

§ 36. Except as herein provided, this Act shall apply to all cities and school districts of the State, and the same shall come under the provisions of this Act: *Provided, however,* that all cities and school districts of the State having a population in excess of 65,000, as shown by the Federal census of 1910, and operating at the time this Act takes effect under any statute providing for the establishment of a Teachers' Pension and Retirement Fund, shall not come under the provisions of this Act.

APPROVED May 27, 1915.

PENSION FUND, SPECIAL.

AN ACT to amend section 3 of an Act entitled, "*An Act to enable any board of school inspectors, or any body or board of officials, which governs or has charge of the affairs of any school district having a population of not fewer than 10,000 and not more than 100,000 inhabitants, and governed by special Acts of the General Assembly of this State and in such other districts as may hereafter be ascertained by any special or general census to have such population and which school districts are also governed by like special Acts, to establish and maintain a teachers' pension and retirement fund,*" approved June 27, 1913, in force July 1, 1913.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly: That section 3 of an Act en-*

titled, "An Act to enable any board of school inspectors, or any body or board of officials, which governs or has charge of the affairs of any school district having a population of not fewer than 10,000 and not more than 100,000 inhabitants, and governed by special Acts of the General Assembly of this State and in such other districts as may hereafter be ascertained by any special or general census to have such population and which school districts are also governed by like special Acts, to establish and maintain a teachers' pension and retirement fund," approved June 27, 1913, in force July 1, 1913, be and the same is hereby amended to read as follows:

§ 3. The teachers' pension and retirement fund shall consist of moneys contributed by teachers under the provisions of this Act; also of moneys received from donations, legacies, gifts, bequests and otherwise, and of moneys paid into said fund in pursuance of any law now in force or hereafter enacted; and there shall be set aside by the State Auditor of Public Accounts and paid by him to the State Treasurer annually from the common school fund of this State an amount equal to one-tenth of one mill upon each dollar of assessed valuation of all taxable property of the State within the city and school district coming under the provisions of this Act, and the State Treasurer shall pay proportionately from the respective city and school districts the sums so paid to him, to the treasurer of the board of school inspectors of the City of Peoria and to all other boards of directors, boards of education and boards of school inspectors in districts in accordance with the provisions of this Act who shall credit such sums so paid to him to the teachers' pension and retirement fund under the provisions of this Act.

APPROVED June 29, 1915.

PHYSICAL TRAINING.

AN ACT to provide for physical training in the public and all the normal schools.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That it shall be the duty of boards of education and of all boards in charge of educational institutions supported wholly or partially by the State to provide for the physical education and training of pupils of such public schools and educational institutions in all grades, and to include such physical education and training in the courses of instruction regularly taught therein.

§ 2. All boards of education and managing boards of such educational institutions shall make proper and suitable provisions in the schools and institutions under their jurisdiction for such physical education and training for not less than one (1) hour of each week during the whole of the school year.

§ 3. The curriculum in all normal schools of the State shall contain a regular course of physical education and training for teacher, the said course to be taught not less than one (1) hour of each week during the whole of each term of school.

APPROVED June 26, 1915.

REVENUE.

AN ACT to amend section 189 of an Act entitled, "*An Act to establish and maintain a system of free schools,*" approved and in force June 12, 1909, as thereafter amended.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That section 189 of an Act entitled, "*An Act to establish and maintain a system of free schools,*" approved and in force June 12, 1909, as amended by an Act approved June 20, 1913, in force July 1, 1913, be and the same is hereby amended to read as follows:

§ 189. For the purpose of establishing and supporting free schools for not less than six nor more than nine months in each year and defraying all the expenses of the same of every description; for the purpose of repairing and improving school houses, of procuring furniture, fuel, libraries and apparatus, and for all other necessary incidental expenses in each district, village or city, anything in any special charter to the contrary notwithstanding, the directors or the board of education and the authorities of such village or city, as the case may be, shall be authorized to levy a tax annually upon all the taxable property of the district, village or city, not to exceed, except as hereinafter stated, one and one-half per cent for educational, and one and one-half per cent for building purposes upon the valuation to be ascertained by the last assessment for State and county taxes: *Provided*, that the term incidental expenses herein used shall not include any sum expended or obligation incurred for the improvement, repair or benefit of the school buildings, and property, but all such sums and obligations shall be paid from that portion of the tax levied for building purposes. No election or petition shall be necessary to authorize the levy of a tax for the ordinary repair and improvement of school buildings or grounds or for the payment of any special tax or special assessment levied upon such property. But if the board of education, in any district having a population of not less than one thousand and not over one hundred thousand inhabitants, and not governed by any special Act in relation to free schools now in force by which no tax limit is imposed, shall desire to levy in any one year more than one and one-half per cent, but not more than two per cent, for educational purposes, such board may, by resolution stating the percentage so desired, cause a proposition for an assent thereto to be submitted to the voters of such district at any general school election, or at a special election called for that purpose, and if at such election a majority of the votes cast on said proposition shall be in favor thereof, the board of education of such district may thereafter, until such authority is revoked in like manner, levy annually for educational purposes, a tax in excess of one and one-half per cent, but not exceeding the percentage mentioned in said proposition, and for building purposes such a percentage that the aggregate levy shall not exceed three per cent; proposed changes in such percentage for educational purposes, either to increase or decrease the same, but not below one and one-half per cent nor above two per cent, may be submitted at any time, and from time to time, to the voters of such district, at any such election, either at the instance of such board of education or by

petition for that purpose, addressed to such board and signed by at least five per cent of the voters of such district ascertained by the vote cast at the last preceding general election in said district; and such board of education shall levy no general tax in excess of one and one-half per cent for educational purposes that shall not be authorized by the result of such election, ascertained as aforesaid, unless and until assented to by the voters of such district in like manner.

APPROVED May 27, 1915.

SANITATION MEASURE.

AN ACT to amend sections 3, 15, 35, 114 and 119 of an Act entitled, "*An Act to establish and maintain a system of free schools,*" approved and in force June 12, 1909.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That sections 3, 15, 35, 114 and 119 of an Act entitled, "*An Act to establish and maintain a system of free schools,*" approved and in force June 12, 1909, be and the same is hereby so amended as to read as follows:

§ 3. The duties of the Superintendent of Public Instruction shall be:

First.—To have his office at the seat of government, and to keep a record of all matters pertaining to the business of his office.

Second.—To file all papers, reports and public documents transmitted to him by the school officers of the several counties, for each year separately; and to keep and preserve all other public documents, books and papers relative to schools, coming into his hands as Superintendent of Public Instruction.

Third.—To supervise all the common and public schools in the State.

Fourth.—To counsel and confer, in such manner as he may deem best, with experienced and practical teachers as to the best manner of conducting common schools.

Fifth.—To advise and assist county superintendents of schools, addressing to them, from time to time, circular letters relating to the best manner of conducting schools, constructing schoolhouses, furnishing the same, and examining and procuring competent teachers.

Sixth. To be ex officio a member of the board of trustees of the Southern Normal University.

Seventh.—To make such rules and regulations as may be necessary to carry into efficient and uniform effect the provisions of this Act, and of all laws for establishing and maintaining free schools in the State.

Eighth.—To be the legal adviser of school officers, and, when requested by any school officer, to give his opinion in writing upon any question arising under the school laws of the State.

Ninth.—To hear and determine all controversies arising under the school laws of the State coming to him by appeal from a county superintendent of schools.

Tenth.—To grant certificates to such teachers as may be found qualified to receive them, and to suspend the operation of any State certificate for immorality or other unprofessional conduct.

Eleventh.—To visit such of the charitable institutions of the State as are educational in their character, to examine their facilities for instruction, and to prescribe forms for such reports as he may desire from their superintendents.

Twelfth.—To report to the Governor, on or before the first of November, preceding each regular session of the General Assembly, the condition of the schools in the several counties of the State; the number of schools which have been taught in each county in each of the preceding years, commencing on the first of July; the number taught by men and women respectively; the number of pupils in attendance; the number of persons in each county under 21 years of age, and the number of persons between the ages of 12 and 21 years unable to read and write; the amount of township funds; the amount of interest on the State or common school fund, and on the township fund, annually paid out; the amount raised by an ad valorem tax; the amount annually expended for schools; the number of schoolhouses, their kind and condition; the number of townships and parts of townships in each county; the number of books purchased for the use of schools and the cost of the same; the value of apparatus purchased; the number of district libraries; together with such other information and suggestions as he may deem important in relation to the schools and school laws, and the means of promoting education throughout the State, which report shall be submitted to the General Assembly at each regular session.

Thirteenth.—To prepare with the advice of the State Board of Health, the State Architect and the State Fire Marshal, for school directors and boards of education specifications for the minimum requirements for the heating, ventilation, lighting, seating, water supply, toilets and safety against fire which will conserve the health and safety of the children attending the public schools.

§ 15. It shall further be the duty of each county superintendent of schools:

First.—To execute, upon notice by the county board, a new bond, conditioned and approved as the first bond.

Second.—To sell township fund lands, issue certificates of purchase, report to the county board and Auditor of Public Accounts, and perform all other duties pertaining thereto.

Third.—To register the names of all applicants for normal school and university scholarships; to hold, or cause to be held, examinations for the same, and to perform such other duties as pertain thereto.

Fourth.—To visit each public school in the county at least once a year, noting the methods of instruction, the branches taught, the text-books used, and the discipline, government and general condition of the schools; in the performance of which duty he shall spend at least half his time, and more, if practicable in visiting ungraded schools.

Fifth.—To give teachers and school officers such directions in the science, art and methods of teaching, and in regard to courses of study, as he may deem expedient.

Sixth.—To act as the official adviser and constant assistant of the school officers and teachers in his county. In the performance of this duty he shall faithfully carry out the advice of the Superintendent of Public Instruction.

Seventh.—To conduct a teachers' institute, to aid and encourage the formation of other teachers' meetings, and to assist in their management.

Eighth.—To labor in every practicable way to elevate the standard of teaching and improve the condition of the common schools of his county.

Ninth.—To examine at least once each year all books, accounts and vouchers of every township treasurer in his county, and, if he finds any irregularities in them, to report the same at once, in writing, to the trustees, whose duty it shall be to take immediately such action as the case demands.

Tenth.—To examine all notes, bonds, mortgages, and other evidences of indebtedness which the township treasurer holds officially, and if he finds that the papers are not in proper form, or that the securities are insufficient, he shall so state, in writing, to the board of trustees.

Eleventh.—To give notice of the election of trustees in such cases as are specified in section 24 of this Act.

Twelfth.—To give notice of any regular or special election as required by section 107 of this Act.

Thirteenth.—To investigate and determine all matters pertaining to changes in the boundaries of school districts which may come to him by appeal from the decision of the trustees of schools, and to inform the township treasurer from whom the papers relating to the matter were received of his decision.

Fourteenth.—To file and keep all the poll books and returns of elections required to be returned to him and the reports and statements returned by township treasurers and trustees of schools.

Fifteenth.—To hold meetings, at least quarterly, for the examination of teachers.

Sixteenth.—To grant certificates of qualification to teach to such persons as may be qualified to receive them, and to keep a record of all teachers to whom certificates have been granted, and of all teachers employed in his county.

Seventeenth.—To notify the presidents of boards of trustees and the clerks of school districts, on or before September 30, annually, of the amount of money distributed by him to the township treasurer, with the date of distribution.

Eighteenth.—To keep in his office a map of his county on a scale of not less than two inches to the mile, and to indicate thereon the boundary lines and numbers of all school districts. Districts shall be numbered consecutively. In case of the formation of a new district composed of parts of two or more counties, the county superintendents of such counties shall agree upon a number by which such district shall be designated, which number shall not be a duplicate of any number in either of such counties.

Nineteenth.—To furnish the township treasurers a list of the districts in their respective townships with the consecutive numbers of the same.

Twentieth.—To inspect the plans and specifications for the heating, ventilation, lighting, seating, water supply, toilets and safety against fire for public school rooms and buildings submitted to him by boards of education or boards of directors, and to approve all those which comply substantially with the specifications prepared and published by the Superintendent of Public Instruction.

Twenty-first.—To inspect all public schools under his supervision and notify in writing before the first day of April the board of school trustees or other boards exercising similar functions, whether the several schools in their jurisdiction have or have not been kept as required by law.

Twenty-second.—To request the State Board of Health, the State Fire Marshal or the State Architect to inspect public school buildings which appear to him to be unsafe, insanitary or unfit for occupancy. It shall be the duty of these officials to inspect such buildings and to state in writing in what particular they are unsafe, insanitary or unfit for occupancy. Upon the receipt of such statement the county superintendent of schools shall condemn the building and notify in writing the board of directors or board of education, stating specifically the reasons for such condemnation. He shall also notify, in writing, the board of school trustees that the school so condemned is not kept as required by law.

§ 35. At the regular semi-annual meetings on the first Mondays of April and October, the trustees shall ascertain the amount of funds subject to distribution, and shall appropriate and distribute the same as required by this section, and not otherwise. All valid claims shall be paid before distribution, in manner following: First, the compensation of the treasurer; second, the cost of publishing the annual statement; third, the cost of a record book, if any; fourth, the cost of dividing school lands and making plats. The balance shall be apportioned and distributed to the districts and parts of districts in the township in which schools have been kept as required by law during the preceding year ending June 30, according to the number of persons returned under 21 years of age. The funds so distributed shall be credited to the respective districts and parts of districts.

When the board of trustees has had notice from the county superintendent of schools that a district has not kept school as required by law, the part of the distributive fund apportioned to such district shall be withheld until the county superintendent has given notice in writing that the requirements of the law have been complied with. The amount withheld shall then be placed to the credit of such district: *Provided*, in cases where the schoolhouses were already in use for school purposes July 1, 1915, and do not comply with the minimum requirements for the health and safety of the pupils as set forth by the Superintendent of Public Instruction, the distributive fund shall not be withheld until after March 1, 1917.

§ 114. The board of directors shall have the following additional duties:

First.—To make, at the annual election of directors, to the voters there present, a detailed report of receipts and expenditures, and transmit a copy of the same within five days to the township treasurer.

Second.—To report to the county superintendent within ten days the names of all teachers employed, with the dates of the beginning and end of their contracts.

Third.—To provide for the revenue necessary to maintain schools in their districts.

Fourth.—To determine, in case of a district composed of parts of two or more townships, which treasurer is to receive the taxes of the district, and to notify the collectors in writing accordingly.

Fifth.—To adopt and enforce all necessary rules and regulations for the management and government of the public schools of their district.

Sixth.—To visit and inspect the public schools as the good of the schools may require.

Seventh.—To appoint all teachers and fix the amount of their salaries.

Eighth.—To direct what branches of study shall be taught, what textbooks and apparatus shall be used, and to enforce uniformity of textbooks in the public schools; but they shall not permit books to be changed oftener than once in four years.

Ninth.—To establish and keep in operation for at least seven months in each year, and longer if practicable, a sufficient number of free schools for the accommodation of all persons in the district over the age of six and under twenty-one years and to secure for all such persons the right and opportunity to an equal education in such schools.

Tenth.—To purchase, at the expense of the district, a sufficient number of textbooks used to supply children whose parents are unable to buy them. Such textbooks shall be loaned only, and the directors shall require the teacher to see that they are properly cared for and returned at the end of each term of school.

Eleventh.—To deliver to the township treasurer on or before the seventh day of July, annually, all teachers' schedules made and certified as required by law.

Twelfth.—To pay no public money to any teacher unless such teacher at the time of his or her employment shall have held a certificate of qualification obtained under the provisions of this Act, and shall have kept and furnished schedules as required by this Act, and shall have satisfactorily accounted for books, apparatus and other property of the district that he may have taken in charge.

Thirteenth.—To cause a copy of the township treasurers' report of the financial condition of the district to be entered upon the records of the district, and to post the same at the front door of the building where the annual election of directors is held.

§ 119. It shall not be lawful for a board of directors to purchase or locate a schoolhouse site, or to purchase, build or move a schoolhouse, or to levy a tax to extend schools beyond nine months, without a vote of the people at an election called and conducted as required by section 198 of this Act. A majority of the votes cast shall be necessary to authorize the directors to act. If no locality shall receive a

majority of the votes, the directors may select a suitable site. The site selected by either method shall be the school site for such district. Before erecting or remodeling a public school building the board of directors or the board of education in districts containing fewer than 100,000 inhabitants shall submit the plans and specifications respecting heating, ventilation, lighting, seating, water supply, toilets and safety against fire to the county superintendent of schools for his approval.

APPROVED June 26, 1915.

WARRANTS.

AN ACT to amend an Act entitled, "*An Act to provide for the appointment of school directors, and members of the board of education in certain cases,*" approved May 29, 1879, in force July 1, 1879, as amended by subsequent Acts, by adding two (2) new sections to be known as sections five (5) and six (6), empowering school directors and boards of education in certain school districts to draw and issue warrants in anticipation of taxes levied by the proper authorities for school purposes and validating warrants theretofore issued by said school directors or boards of education in certain cases.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That an Act entitled, "*An Act to provide for the appointment of school directors, and members of the board of education in certain cases,*" approved May 29, 1879, in force July 1, 1879, as amended by subsequent Acts, be and the same is hereby amended by adding two (2) new sections to be known as sections five (5) and six (6), as follows:

§ 5. That whenever there is no money in the hands of the treasurer of any school district, to which this Act shall apply, for educational or building purposes, it shall be lawful for the school directors or the board of education of such district to draw and issue warrants against and in anticipation of any taxes already levied for educational or building purposes, to the extent of seventy-five per centum of the total amount of any such taxes levied. Warrants drawn and issued under the provisions of this section shall show upon their face that they are payable solely from said taxes when collected, and not otherwise, and shall be received by any collector of taxes in payment of the taxes against which they are issued, and which taxes against which said warrants are drawn shall be set apart and held for their payment. Every warrant issued under this section shall bear interest, payable only out of the taxes against which it shall be drawn, at a rate not to exceed five per centum, per annum, from the date of its issuance until paid, or until notice shall be given by publication in a newspaper or otherwise, that the money for the payment of said warrant is available, and that it will be paid upon presentation.

1. The application of this Act relates only to the school districts that include the cities of Alton, Carlinville, Galena, La Harpe, Lake Forest, Macomb, Rockford and Waukegan.

§ 6. All warrants heretofore drawn, issued and disposed of by the school directors or board of education of any school district, to

which this Act applies, for educational or building purposes are hereby validated, and insofar as such warrants are outstanding and unpaid, are hereby made legal and valid obligations of the school district or corporate body issuing the same.

§ 2. Whereas, an emergency exists for the immediate taking effect of this Act, therefore it shall be in force from and after its passage.

APPROVED May 20, 1915.

SPECIFICATIONS
For
SANITARY SCHOOL
ROOMS

For
Directors and Boards of Education

1915



Prepared by
F. G. BLAIR
Superintendent of Public Instruction

[Printed by authority of the State of Illinois]



SPECIFICATIONS

For The Minimum Requirements For

HEATING

SEATING

VENTILATION

WATER SUPPLY

LIGHTING

TOILETS

SAFETY AGAINST FIRE

OF ALL PUBLIC SCHOOL BUILDINGS

CIRCULAR NO. 88

Prepared by

F. G. BLAIR

Superintendent of Public Instruction

For Directors and Boards of Education

1915



SCHNEPP & BARNES, STATE PRINTERS
SPRINGFIELD, ILL.
1915.

A REQUEST.

To the Board of Directors, or Board of Education:

District No. County, Illinois.

Herewith I hand you the specifications made and published by the State Superintendent of Public Instruction in compliance with amendments recently made to the school law relating to the sanitary conditions of school buildings.

On the last pages of this circular I present you a copy of the record of inspection which I have made and, also make suggestions which I hope will be of service to you.

When you have made any improvements which meet the requirements, kindly report the same to me or have your teacher do so. I will then make the change on the records of my office.

I hope that by March 1, 1917, you will have met all the requirements and that I will be able to report to the trustees that your school is kept according to law.

I shall be pleased to confer with you regarding your school at any time you may call upon me.

Yours sincerely,

.....
County Superintendent.

Date.....

TO SCHOOL OFFICERS

CIRCULAR NO. 88.

SANITARY SCHOOLROOMS.

At the last session of the Legislature the school law was so amended as to require the heating, ventilation, lighting, seating, water supply, toilets, and safety against fire to be such as to conserve the health and safety of the children attending the public schools. The penalty for not complying with these provisions is the withholding of the State distributive fund from the district until it has complied with the law.

Attention is called to the fact that in the case of new or remodeled buildings the law goes into effect at once. But for buildings already in use the penalties cannot be enforced until March 1, 1917.

School officers are advised to begin at once and do what can best be done now. By March 1, 1917, they will be able to meet all the requirements of the law.

THE LAW.

DUTY OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION. SECTION 3, PARAGRAPH 13.

The duty of the Superintendent of Public Instruction shall be to prepare, with the advice of the State Board of Health, the State Architect and the State Fire Marshal, for school directors and boards of education specifications for the minimum requirements for the heating, ventilation, lighting, seating, water supply, toilets and safety against fire which will conserve the health and safety of the children attending the public schools.

DUTY OF THE COUNTY SUPERINTENDENT OF SCHOOLS. SECTION 15, PARAGRAPHS 20, 21 AND 22.

Approve Plans: The duty of the county superintendent of schools shall be to inspect the plans and specifications for the heating, ventilation, lighting, seating, water supply, toilets and safety against fire for public schoolrooms and buildings submitted to him by boards of education or boards of directors, and to approve all those which comply substantially with the specifications prepared and published by the Superintendent of Public Instruction.

Inspect Buildings: To inspect all public schools under his supervision and notify in writing before the first day of April the board

of school trustees or other boards exercising similar functions whether the several schools in their jurisdiction have or have not been kept as required by law.

Condemn Buildings: To request the State Board of Health, the State Fire Marshal, or the State Architect to inspect public school buildings which appear to him to be unsafe, insanitary or unfit for occupancy. It shall be the duty of these officials to inspect such buildings and to state in writing in what particular they are unsafe, insanitary or unfit for occupancy. Upon the receipt of such statement the county superintendent of schools shall condemn the building and notify in writing, the board of directors or board of education, stating specifically the reasons for such condemnation. He shall also notify in writing, the board of school trustees that the school so condemned is not kept as required by law.

NOTE.—To condemn a school building it is necessary to call only upon one: Upon the State Architect if the unfitness or danger is due to structure. Upon the State Board of Health in matters of sanitation. Upon the State Fire Marshal in case of great danger from fire.

DUTY OF THE TOWNSHIP TRUSTEES. SECTION 35.

Withhold Funds: When the board of trustees has had notice from the county superintendent of schools that a district has not kept school as required by law, the part of the distributive fund apportioned to such district shall be withheld until the county superintendent has given notice in writing, that the requirements of the law have been complied with. The amount withheld shall then be placed to the credit of such district: *Provided*, in cases where the schoolhouses were already in use for school purposes July 1, 1915, and do not comply with the minimum requirements for the health and safety of the pupils as set forth by the Superintendent of Public Instruction, the distributive fund shall not be withheld until after March 1, 1917.

DUTY OF BOARDS OF DIRECTORS AND BOARD OF EDUCATION. SECTIONS 114-119.

Seven Months Term: The board of directors shall have the following additional duties:

To establish and keep in operation for at least seven months in each year, and longer if practicable, a sufficient number of free schools for the accommodation of all persons in the district over the age of 6 and under 21 years and to secure for all such persons the right and opportunity to an equal education in such schools.

Submit Plans: Before erecting or remodeling a public school building the board of directors or the board of education in districts containing fewer than one hundred thousand inhabitants shall submit the plans and specifications respecting heating, ventilation, lighting, seating, water supply, toilets and safety against fire to the county superintendent of schools for his approval.

MINIMUM REQUIREMENTS.

ROOM HEATERS AND VENTILATORS.

- No. 1.** When room heaters are used the stove shall be of suitable size to heat the room in all parts during coldest weather, to a temperature of 70 degrees F. without keeping too hot a fire.
- No. 2.** The stove shall be surrounded by a heat proof jacket at least five feet high and extending to the floor and provided with openings at the floor level which admit air to the stove from outside the building and, also, from within the room. Room heaters may, also, be used whose jacket does not extend to the floor, provided that a device be used which prevents the entering cold air from spreading out over the floor and that the foul air vent is ample and effective in removing foul air from the room.
- No. 3.** The controlling device to admit the air to the stove shall be so constructed that when one opening is closed the other will be open and when one is partly closed the other will be partly open.
- No. 4.** The cross-sectional area of the opening into the foul air vent shall be equal to that of the cross-sectional area of the fresh air opening.
- No. 5.** All classrooms shall have at least 16 square feet of floor space and not less than 200 cubic feet of air space per pupil.

FRESH AIR DUCTS AND VENT PIPES.

The following dimensions are recommended generally by experts:

A. When the foul air is taken out through the smoke flue:

	Cubic Feet in Room		
	8,000 or less	8,000 to 12,000	12,000 to 16,000
	sq. in.	sq. in.	sq. in.
Cross-sectional area of smoke flue not less than.....	192	256	400
Cross-sectional area of foul air vent into chimney not less than.....	144	216	320
Cross-sectional area of fresh air intake not less than.....	144	216	320

B. When the foul air is taken out through a flue separate from the smoke flue:

	Cubic Feet in Room		
	8,000 or less	8,000 to 12,000	12,000 to 16,000
	sq. in.	sq. in.	sq. in.
Cross-sectional area of smoke flue not less than.....	81	144	216
Cross-sectional area of foul air vent flue not less than.....	192	256	288
Cross-sectional area of fresh air intake not less than.....	192	256	288

JACKETS.

The jacket shall be of heavy galvanized or black iron or other material equally durable. It shall have an inner lining of tin or other equally durable material covering the part where the greatest heat comes from the stove. Between the inner sheet and the outside jacket there shall be sheet asbestos.

BASEMENT HOT AIR FURNACES.

- No. 6.** When a basement furnace is used there shall be an intake for fresh air from outside the building and, also, a cold air intake from inside the schoolroom. Dampers shall be provided which will make it possible to take all the air from one source or to take a part from both sources at the same time. The controlling device shall be within the schoolroom.

- No. 7.** There shall be an entrance to the basement from within the building as well as from without.
- No. 8.** The floor of the basement shall be concrete or brick.
- No. 9.** Warm air from the furnace shall be admitted into the room at the wall at least six feet above the floor.
- No. 10.** The return cold air duct to the furnace shall be at the wall on the floor level and at the same wall as the warm air opening.
- No. 11.** A foot warmer or warm air register shall be placed at the floor level in the wall. No warm or cold air register shall be placed in the floor where it can be walked on or sweepings fall into it.

STEAM HEATING.

- No. 12.** *The Fan System:* When the fan system of ventilation is used the warm air flues shall have a cross sectional area of not less than nine square inches for each occupant of the room. The vent flues shall have a cross sectional area of not less than ten square inches for each occupant of the room.
- No. 13.** *The Gravity System:* Where the gravity system of ventilation is used the warm air flues shall have a cross sectional area of not less than 16 square inches and the vent flues 14 square inches for each occupant of the room.
- No. 14.** *Air Passed Through Radiators:* When fresh air is taken directly into the room and passed through the radiators, the combined cross sectional area of all the openings shall be not less than nine square inches and that of the vent flue not less than 10 square inches for each occupant of the room.
- No. 15.** Each vent flue shall be provided with radiator of at least nine square feet of radiating surface.
- No. 16.** *Moistening the Air:* In all systems of heating ample provision shall be made to moisten the heated air.

LIGHTING.

- No. 17.** There shall be no windows in the wall which the seated school children face. The walls and ceiling shall not be of a dark color and the ceiling shall be lighter than the walls.
- No. 18.** *In New Buildings:* In school buildings hereafter erected the windows shall be at the left of the seated pupils. There may be windows in the rear, also.
- No. 19.** The windows shall be set with the least possible space between them and extend as near to the ceiling as possible, and shall be square at the top. Transoms above windows shall not be used.
- No. 20.** The glass surface shall not be less than one-fifth of the floor space. When the light is from the north or when trees are near by, it shall be not less than one-fourth of the floor surface.
- No. 21.** All windows shall be provided with good adjustable shades.
- No. 22.** *In Old Buildings:* In buildings in use before July 1, 1915, all windows in the wall which the seated pupils face shall be permanently walled up, so that no light may enter from that direction.
- No. 23.** If there are windows in the three other walls the lower half of the windows toward the right of the seated pupils shall be darkened or shaded with material which will completely shut out the light from that part of the window, provided there be a sufficient amount of light with the lower windows thus shaded.

SEATING.

- No. 24.** Each schoolroom shall be furnished with desks and seats which are of the proper size and adjustment for the pupils who are to occupy them. The seat board must be level, inclining neither upward nor downward. School boards should require the dealer to guarantee that the seat board shall be level and stay so.

No. 25. *One-Room Schools:* One-room schools which pupils of all ages attend shall be furnished with desks of five sizes, as follows:

For children 6 and 7 years old, not less than 42 inches tall, No. 6 single desks, seats 11 to 12 inches from floor, desk 21 to 22 inches from floor. Distance from edge of desk to back of seat, nine inches.

For children 8 and 9 years old, not less than 45 inches tall, No. 5 single desks, seats 12 to 13 inches from floor, desks 22 to 23 inches from floor. Distance from edge of desks to back of seat, nine to 10 inches.

For children 10 and 11 years old, not less than 48 inches tall, No. 4 desks, seats 13 to 14 inches from floor, desks 25 to 27 inches from floor. Distance from edge of desk to back of seat, 10 to 11 inches.

For children 12 and 13 years old, not less than 51 inches tall, No. 3 single desks, seats 14 to 15 inches from floor, desks 25 to 27 inches from floor. Distance from edge of desk to back of seat, 11 to 12 inches.

For children 14 and 16 years old, not less than 55 inches tall, No. 2 single desks, seats 16 to 17 inches from floor, desks 27 to 29 inches from floor. Distance from edge of desk to back of seat, 12 to 13 inches.

For children exceptionally large the front or back seat of a row should be placed to suit. In all cases pupils shall be comfortably seated.

No. 26. Where adjustable desks only are used in one-room schools there shall be three sizes, capable of being adjusted as above as to height of seat and desk. Adjustment shall be made at least twice a year for the needs of the growing children.

No. 27. Desks the same size shall be placed in rows from front to back of room. If it is necessary to place two sizes of desks in the same row the front part of the row should end with a "rear" of the same size. This "rear" should be followed with a "front" of the size which is to continue the row.

No. 28. There shall be an aisle next the walls not less than 24 inches in width, and aisles between rows of desks shall be not less than 18 inches in width.

No. 29. *Graded Schools:* In graded schools if stationary desks are used, if one grade occupies the room, there shall be not less than two sizes of desks suitable for all the pupils in the room, as specified in requirement No. 25. When more than one grade is seated in a room there shall be as many sizes of desks as are necessary to properly seat all pupils.

No. 30. When adjustable desks are used they shall be so adjusted that the heels of the child shall rest on the floor when the child's back touches the back of his seat. The desk shall be adjusted so that when the child sits erect in his seat, the forearm resting on the desk as in writing, the shoulder of the writing arm shall not be higher than the other shoulder.

When stationary desks are used the pupils shall occupy desks which meet these requirements.

The distances the desks are from the backs of the seats shall be the same as given in requirement No. 25. At least one row of adjustable desks in each room is strongly recommended.

No. 31. Floor, desks, furniture, and walls shall be kept clean. Desks shall be washed and revarnished when necessary. Floor shall be scrubbed when necessary. When sweeping, a sweeping compound shall be used, and dusting shall be done with a moist cloth.

WATER SUPPLY.

No. 32. *Wells:* Where dug, bored, or driven wells are used there shall be no privy within 100 feet of the well. The well shall be covered with a concrete platform. This shall rest upon a concrete wall surrounding the well, sunk at least two feet into the ground. A concrete gutter shall be provided to carry the waste water at least 10 feet from the well. The earth shall be so banked about the well as to make natural drainage and prevent puddles of water near the well.

Where iron pipe casing is used the restrictions as to privies only shall apply.

- No. 33.** *Cisterns:* Where cisterns are used they shall be provided with effective filters and shall be completely covered. They shall be thoroughly cleaned and the filtering material renewed at least once a year.
- No. 34.** *Water Containers:* Where drinking water is kept in the school-room it shall be kept in a clean covered container, provided with a cover and a faucet.
- No. 35.** *Individual Cups:* The use of the common drinking cup is prohibited by law. When cups are necessary each person shall be provided with his own cup. These shall be placed in a dust-proof case, which shall be kept closed except when removing or replacing a cup. The cups shall be kept clean.
- No. 36.** *Bubbling Fountains:* Bubbling drinking fountains are strongly recommended.
- No. 37.** *Suspicious Water:* If, for any reason, water used in school rooms appears to be unwholesome, samples shall be sent to the State University at Urbana for analysis.

TOILETS.

- No. 38.** *Indoor Toilets:* When indoor toilets are provided, those for the different sexes shall be approached from different directions, and if there be a door between the two rooms it shall be kept locked. The rooms shall be well ventilated and be kept in a sanitary condition.
- No. 39.** *Outdoor Closets:* When outdoor closets are provided there shall be at least two, one for each of the sexes. They shall be at least 50 feet apart, but shall, when the size of the school yard makes it possible, never be closer than 20 feet apart. And, in such case, there shall be a tight board fence midway between them, not less than 20 feet long and six feet high. The approaches shall be separate all the way.
- No. 40.** The boys' closet shall have a tight-board screen at the front and side, five feet high. Behind this and outside the building there shall be a urinal draining into the vault or into a separate vault underground.
- No. 41.** The buildings shall be on a brick or concrete foundation, bolted securely. The vault shall be concrete or brick, so constructed that it may be cleaned. Light shall be completely shut out of the vault. The seats shall be provided with covers, securely hinged in such a way as to close automatically. The vault shall be ventilated with a flue, with a cross sectional area of not less than 64 square inches and extending from the vault through the roof.
- No. 42.** The toilets shall be kept clean and the walls free from objectionable language or pictures.

SAFETY AGAINST FIRE.

THE LAW.

An Act to regulate the egress from public buildings provides that the doors to the entrance of school buildings shall be so hinged as to open outward. *An Act* relating to fire escapes provides that in school buildings of more than two stories, at least one fire escape shall be provided, and that in halls above the ground floor as many fire escapes shall be provided as the corporate authorities may direct.

MINIMUM REQUIREMENTS.

- No. 43.** *New or Remodeled Buildings:* In school buildings hereafter erected boilers shall be placed in fire-proof rooms.
- No. 44.** Boilers or furnaces shall not be placed under a stairway or corridor through which the pupils must pass in leaving the building.
- No. 45.** Outside doors within 30 feet of stairways shall be provided with an appliance which will cause the door or doors to swing outward when pressure is applied.
- No. 46.** Smoke flues shall be lined with a good quality of chimney lining or so constructed that should the mortar between the bricks fall out, fire cannot escape through the opening.
- No. 47.** The main stairway leading from the ground floor shall be at least six feet wide.
- No. 48.** All air ducts or ventilating shafts shall be of metal or fire-proof material.

Buildings Already in Use: In buildings already in use July 1, 1915, the county superintendent of schools shall note any hazardous conditions and call the attention of the school board to them. If, in his judgment, these are decidedly dangerous for the safety of the children, and if the school authorities do not remedy the defect, he shall enforce the law by first calling for the advice of the State Fire Marshal.

SANITATION INSPECTION RECORD.

District No..... Building..... Room.....

Upon careful inspection I note the following conditions and make these suggestions:

Specifications.	Satisfactory— Unsatisfactory—	Suggestions.
<i>Room Heaters.</i>		
1. Size of stove.....		
2. Jacket, ventilation		
3. Controlling device		
4. Cross sectional area.....		
5. Floor space		
<i>Basement Furnaces.</i>		
6. Dampers, ventilation		
7. Entrance		
8. Floor		
9. Air inlet		
10. Return air outlet.....		
11. Foot warmer		
<i>Steam Heating.</i>		
12. Fan ventilation		
13. Gravity ventilation		
14. Radiator ventilation		
15. Radiator in vent flue.....		
16. Moistening the air.....		
<i>Lighting.</i>		
17. Light ceiling		
18. Left light		
19. Height of window.....		
20. Amount of light.....		
21. Window shades		
22. No front light.....		
23. Lower window shaded.....		
<i>Seating.</i>		
24. Level seat board.....		
25. Five sizes of desks.....		
For 6 and 7-year-olds.....		
For 8 and 9-year-olds.....		
For 10 and 11-year-olds..		
For 12 and 13-year-olds..		
For 14 to 16-year-olds....		
26. Three sizes, adjustable.....		
27. Properly placed		
28. Aisles		

Specifications.	Satisfactory + Unsatisfactory	Suggestions.
29. Proper sizes in room.....		
30. Properly adjusted		
31. House, clean		
<i>Water Supply.</i>		
32. Wells		
Distance from privy.....		
Cover		
Wall		
Gutter		
Drainage		
33. Cisterns		
Filter		
Covered		
Cleaned		
34. Water container		
35. Individual cups		
36. Bubbling fountain		
37. Wholesomeness		
<i>Toilets.</i>		
38. Indoor toilets		
Separation		
Ventilation		
Cleanliness		
39. Outdoor closets		
Separation		
Approaches		
40. Boys' closet screen.....		
41. Building		
Foundation.....		
Vault		
Light excluded		
Seat covers		
Ventilation		
42. Cleanliness		
<i>Safety Against Fire.</i>		
43. Boiler room		
44. Location of boiler.....		
45. Door opener		
46. Width of stairs.....		
47. Smoke flues.....		
48. Air ducts		

SPECIFICATIONS

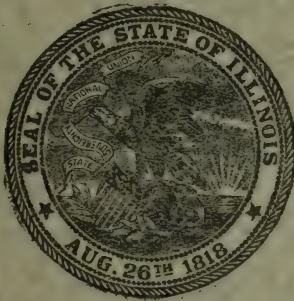
For

SANITARY SCHOOL **ROOMS**

For

Directors and Boards of Education

1916



Prepared by

F. G. BLAIR

Superintendent of Public Instruction

[Printed by authority of the State of Illinois.]

SPECIFICATIONS

For The Minimum Requirements For

HEATING

SEATING

VENTILATION

WATER SUPPLY

LIGHTING

TOILETS

SAFETY AGAINST FIRE

OF ALL PUBLIC SCHOOL BUILDINGS
IN ILLINOIS

CIRCULAR NO. 88—SECOND EDITION.

Prepared by

F. G. BLAIR

Superintendent of Public Instruction

With the advice of the State Board of Health, the State Architect
and the State Fire Marshall

For Directors and Boards of Education.

1916



SCHNEPP & BARNES, STATE PRINTERS
SPRINGFIELD, ILL.
1916.

A REQUEST.

To the Board of Directors, or Board of Education:

District No. County, Illinois.

Herewith I hand you the specifications made and published by the State Superintendent of Public Instruction in compliance with amendments recently made to the school law relating to the sanitary conditions of school buildings.

On the last pages of this circular I present you a copy of the record of inspection which I have made and also make suggestions which I hope will be of service to you.

When you have made any improvements which meet the requirements, kindly report the same to me or have your teacher do so. I will then make the change on the records of my office.

I hope that by March 1, 1917, you will have met all the requirements and that I will be able to report to the trustees that your school is kept according to law.

I shall be pleased to confer with you regarding your school at any time you may call upon me.

Yours sincerely,

.....
County Superintendent.

Date.....

TO SCHOOL OFFICERS

CIRCULAR NO. 88—SECOND EDITION.

SANITARY SCHOOLROOMS.

At the last session of the Legislature the school law was so amended as to require the heating, ventilation, lighting, seating, water supply, toilets, and safety against fire to be such as to conserve the health and safety of the children attending the public schools. The penalty for not complying with these provisions is the withholding of the State distributive fund from the district until it has complied with the law.

Attention is called to the fact that in the case of new or remodeled buildings the law goes into effect at once. But for buildings already in use the penalties cannot be enforced until March 1, 1917.

School officers are advised to begin at once and do what can best be done now. By March 1, 1917, they will be able to meet all the requirements of the law.

THE LAW.

DUTY OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION. SECTION 3, PARAGRAPH 13.

The duty of the Superintendent of Public Instruction shall be to prepare, with the advice of the State Board of Health, the State Architect and the State Fire Marshal, for school directors and boards of education specifications for the minimum requirements for the heating, ventilation, lighting, seating, water supply, toilets and safety against fire which will conserve the health and safety of the children attending the public schools.

DUTY OF THE COUNTY SUPERINTENDENT OF SCHOOLS. SECTION 15, PARAGRAPHS 20, 21 AND 22.

Approve Plans: The duty of the county superintendent of schools shall be to inspect the plans and specifications for the heating, ventilation, lighting, seating, water supply, toilets and safety against fire for public schoolrooms and buildings submitted to him by boards of education or boards of directors, and to approve all those which comply substantially with the specifications prepared and published by the Superintendent of Public Instruction.

Inspect Buildings: To inspect all public schools under his supervision and notify in writing before the first day of April the board

of school trustees or other boards exercising similar functions whether the several schools in their jurisdiction have or have not been kept as required by law.

Condemn Buildings: To request the State Board of Health, the State Fire Marshal, or the State Architect to inspect public school buildings which appear to him to be unsafe, insanitary or unfit for occupancy. It shall be the duty of these officials to inspect such buildings and to state in writing in what particular they are unsafe, insanitary or unfit for occupancy. Upon the receipt of such statement the county superintendent of schools shall condemn the building and notify in writing, the board of directors or board of education, stating specifically the reasons for such condemnation. He shall also notify in writing, the board of school trustees that the school so condemned is not kept as required by law.

NOTE.—To condemn a school building it is necessary to call only upon one: Upon the State Architect if the unfitness or danger is due to structure. Upon the State Board of Health in matters of sanitation. Upon the State Fire Marshal in case of great danger from fire.

DUTY OF THE TOWNSHIP TRUSTEES. SECTION 35.

Withhold Funds: When the board of trustees has had notice from the county superintendent of schools that a district has not kept school as required by law, the part of the distributive fund apportioned to such district shall be withheld until the county superintendent has given notice in writing, that the requirements of the law have been complied with. The amount withheld shall then be placed to the credit of such district: *Provided*, in cases where the schoolhouses were already in use for school purposes July 1, 1915, and do not comply with the minimum requirements for the health and safety of the pupils as set forth by the Superintendent of Public Instruction, the distributive fund shall not be withheld until after March 1, 1917.

DUTY OF BOARDS OF DIRECTORS AND BOARDS OF EDUCATION. SECTIONS 114-119.

Seven Months Term: The board of directors shall have the following additional duties:

To establish and keep in operation for at least seven months in each year, and longer if practicable, a sufficient number of free schools for the accommodation of all persons in the district over the age of 6 and under 21 years and to secure for all such persons the right and opportunity to an equal education in such schools.

Submit Plans: Before erecting or remodeling a public school building the board of directors or the board of education in districts containing fewer than one hundred thousand inhabitants shall submit the plans and specifications respecting heating, ventilation, lighting, seating, water supply, toilets and safety against fire to the county superintendent of schools for his approval.

MINIMUM REQUIREMENTS.

ROOM HEATERS AND VENTILATORS.

- No. 1.** When room heaters are used the stove shall be of suitable size to heat the room in all parts during coldest weather, to a temperature of 70 degrees F. without keeping too hot a fire.
- No. 2.** The stove shall be surrounded by a heat proof jacket at least five feet high. Two kinds of room heaters may be used. First, one in which the jacket extends to the floor, provided that provision be made to admit air to the stove from both outside of the building and from within the room. Second, one in which the jacket does not extend to the floor but the construction is such that the entering air from the outside cannot spread over the floor.
- No. 3.** In the first kind the damper within the fresh air intake shall be so constructed that when the outside air is admitted, the opening from within the room is closed and when the outside opening is closed, the opening from within the room is open. When the damper is partly closed, the air is admitted to the furnace from both sources.
- No. 4.** The cross-sectional area of the opening into the foul air vent shall be equal to that of the cross-sectional area of the fresh air opening.
- No. 5.** All classrooms shall have at least 16 square feet of floor space and not less than 200 cubic feet of air space per pupil.

FRESH AIR DUCTS AND VENT PIPES.

The following dimensions are recommended generally by experts:

A. When the foul air is taken out through the smoke flue:

	Cubic Feet in Room		
	8,000 or less	8,000 to 12,000	12,000 to 16,000
	sq. in.	sq. in.	sq. in.
Cross-sectional area of smoke flue not less than.....	192	256	400
Cross-sectional area of foul air vent into chimney not less than.....	144	216	320
Cross-sectional area of fresh air intake not less than.....	144	216	320

B. When the foul air is taken out through a flue separate from the smoke flue:

	Cubic Feet in Room		
	8,000 or less	8,000 to 12,000	12,000 to 16,000
	sq. in.	sq. in.	sq. in.
Cross-sectional area of smoke flue not less than.....	81	144	216
Cross-sectional area of foul air vent flue not less than.....	192	256	288
Cross-sectional area of fresh air intake not less than.....	192	256	288

The cross-sectional area of the vent flue shall be at least equal to the openings specified above.

JACKETS.

The jacket shall be of heavy galvanized or black iron or other material equally durable. It shall have an inner lining of corrugated tin or other equally durable material covering the part where the greatest heat comes from the stove. Between the inner sheet and the outside jacket there shall be sheet asbestos.

BASEMENT HOT AIR FURNACES.

No. 6. When a basement furnace is used there shall be an intake for fresh air from outside the building and, also, a cold air intake from inside the schoolroom. Dampers shall be provided which will make it possible to take all the air from one source or to take a part from both sources at the same time.

The chains which regulate the dampers for the admission of air to the furnace and those which control the drafts of the furnace, shall extend into the schoolroom.

No. 7. There shall be an entrance to the basement from within the building as well as from without.

No. 8. The floor of the basement shall be concrete or brick.

No. 9. Warm air from the furnace shall be admitted into the room at the wall at least six feet above the floor.

The opening into the foul air flue shall be at the floor level and the foul air flue shall be so constructed that it will be heated by the smoke flue.

No. 10. The return cold air opening from the room as well as the opening from the outside shall be at the same wall as the warm air inlet and shall be two inches above the floor level. The grating over this opening shall be leaned against the wall at an angle of 45 degrees. The openings from the outside and the inside shall connect with the duct to the furnace. The damper shall be constructed so as to close either opening and leave the other open.

No. 11. A foot warmer or warm air register shall be placed at the floor level in the wall. No warm or cold air register shall be placed in the floor where it can be walked on or sweepings fall into it.

STEAM HEATING.

No. 12. *The Fan System:* When the fan system of ventilation is used the warm air flues shall have a cross-sectional area of not less than nine square inches for each occupant of the room. The vent flues shall have a cross-sectional area of not less than ten square inches for each occupant of the room.

No. 13. *The Gravity System:* Where the gravity system of ventilation is used the warm air flues shall have a cross-sectional area of not less than 16 square inches and the vent flues 14 square inches for each occupant of the room.

No. 14. *Air Passed Through Radiators:* When fresh air is taken directly into the room and passed through the radiators, the combined cross-sectional area of all the openings shall be not less than nine square inches and that of the vent flue not less than 10 square inches for each occupant of the room.

No. 15. When the methods mentioned in Nos. 13 and 14 are used, each foul air flue shall be provided with a radiator of at least nine square feet of radiating surface.

No. 16. *Moistening the Air:* In all systems of heating ample provision shall be made to moisten the heated air.

LIGHTING.

No. 17. There shall be no windows in the wall which the seated school children face. The walls shall be a soft light tint, gray, tan or green. The ceiling shall be a very light tint.

No. 18. *In New Buildings:* In school buildings hereafter erected the windows shall be at the left of the seated pupils.

Windows at the back of the room are permissible, but shall be at least six feet from the floor.

No. 19. The windows at the left shall be set with the least possible space between them and shall be not less than three feet nor more than four feet from the floor.

- No. 20.** The glass surface in study rooms shall not be less than one-fifth of the floor space. When the light is from the north or when trees are near by, it shall be not less than one-fourth of the floor surface.
- No. 21.** All windows shall be provided with good adjustable shades.
- No. 22.** *In Old Buildings:* In buildings in use before July 1, 1915, all windows in the wall which the seated pupils face shall be permanently walled up, so that no light may enter from that direction.
- No. 23.** If there are full length windows on the right of the seated children, the lower sash shall be shaded so as to completely shut out the light from that part. If this makes the light insufficient additional windows shall be provided at the left.

SEATING.

- No. 24.** Each schoolroom shall be furnished with single desks and seats which are of the proper size and adjustment for the pupils who are to occupy them. School boards should require dealers to guarantee that the seat board shall be in proper position and remain so, slanting neither upward nor downward in such a way as to cause discomfort.
- No. 25.** *One-room Schools:* One-room schools, which pupils of all ages attend, shall be furnished with desks of five sizes, as follows:
- No. 6 single desks, seats 11 to 12 inches from floor, desks 21 to 22 inches from floor, distance from edge of desk to back of seat 9 inches, for children not less than 42 inches tall, usually 6 or 7 years old.
- No. 5 single desks, seats 12 to 13 inches from floor, desks 22 to 23 inches from floor, distance from edge of desk to back of seat, 9 to 10 inches, for children not less than 45 inches tall, usually 8 or 9 years old.
- No. 4 single desks, seats 13 to 14 inches from floor, desks 25 to 27 inches from floor, distance from edge of desk to back of seat, 10 to 11 inches, for children not less than 48 inches tall, usually 10 or 11 years old.
- No. 3 single desks, seats 14 to 15 inches from floor, desks 25 to 27 inches from floor, distance from edge of desk to back of seat, 11 to 12 inches, for children not less than 51 inches tall, usually 12 or 13 years old.
- No. 2 single desks, seats 16 to 17 inches from floor, desks 27 to 29 inches from floor, distance from edge of desk to back of seat, 12 to 13 inches, for children not less than 55 inches tall, usually 14 or 16 years old.
- For children exceptionally large the front or back seat of a row should be placed to suit. In all cases pupils shall be comfortably seated.
- No. 26.** Where adjustable desks only are used in one-room schools there shall be three sizes, capable of being adjusted as above as to height of seat and desk. Adjustment shall be made at least twice a year for the needs of the growing children.
- No. 27.** Desks the same size shall be placed in rows from front to back of room. If it is necessary to place two sizes of desks in the same row the front part of the row should end with a "rear" of the same size. This "rear" should be followed with a "front" of the size which is to continue the row.
- No. 28.** There shall be an aisle next the walls not less than 24 inches in width, and aisles between rows of desks shall be not less than 18 inches in width.
- No. 29.** *Graded Schools:* In graded schools if stationary desks are used, if one grade occupies the room, there shall be not less than two sizes of single desks suitable for all the pupils in the room, as specified in requirement No. 25. When more than one grade is seated in a room there shall be as many sizes of desks as are necessary to properly seat all pupils.

- No. 30.** When adjustable desks are used they shall be so adjusted that the heels of the child shall rest on the floor when the child's back touches the back of his seat. The desk shall be adjusted so that when the child sits erect in his seat, the forearm resting on the desk as in writing, the shoulder of the writing arm shall not be higher than the other shoulder.

When stationary desks are used the pupils shall occupy desks which meet these requirements.

The distances the desks are from the backs of the seats shall be the same as given in requirement No. 25. At least one row of adjustable desks in each room is strongly recommended.

- No. 31.** Floor, desks, furniture, and walls shall be kept clean. Desks shall be washed and revarnished when necessary. Floor shall be scrubbed when necessary. When sweeping, a sweeping compound shall be used, and dusting shall be done with a moist cloth.

WATER SUPPLY.

- No. 32.** *Wells:* All dug, bored or drilled wells shall be made absolutely safe from danger of contamination from privies. The walls of the well shall be constructed so as to prevent seepage from this source. Where there is any likelihood of sewage entering the well the privy vaults shall be made water-tight. Less than 100 feet distance from a privy is not a safe location for a well. To prevent contamination from other sources the well shall be covered with a concrete platform. This shall rest on a concrete wall surrounding the well, sunk at least two feet in the ground. A concrete gutter shall be provided to carry the waste water at least 10 feet away from the well. The earth shall be so banked about the well as to make natural drainage and prevent puddles of water near the well.

- No. 33.** *Cisterns:* Where cisterns are used they shall be provided with effective filters and shall be completely covered. They shall be thoroughly cleaned and the filtering material renewed at least once a year.

- No. 34.** *Water Containers:* Where drinking water is kept in the school-room it shall be kept in a clean container, provided with a cover and a faucet.

- No. 35.** *Individual Cups:* The use of the common drinking cup is prohibited by law. When cups are necessary each person shall be provided with his own cup. These shall be placed in a dust-proof case, which shall be kept closed except when removing or replacing a cup. The cups shall be kept clean.

- No. 36.** *Bubbling Fountains:* Bubbling drinking fountains are strongly recommended. No fountain should be installed which enables the lips to touch the opening of the water pipe.

- No. 37.** *Suspicious Water:* If, for any reason, water used in school rooms appears to be unwholesome, samples shall be sent to the State Water Survey, State University at Urbana for analysis.

TOILETS.

- No. 38.** *Indoor Toilets:* When indoor toilets are provided those for the different sexes shall be approached from different directions and if there is a door between the two toilet rooms it shall be kept locked. The toilet rooms shall be ventilated in such a way as to remove all odors and prevent their spread to other parts of the building.

- No. 39.** *Outdoor Toilets:* There shall be at least two toilets, one for each of the sexes. They shall, when possible, be at least 50 feet apart. Under no condition shall they be less than 20 feet apart. When the distance between the toilets is less than 50 feet, there shall be a tight-board screen midway between them at least 20 feet long and six feet high. The approaches shall be separate all the way.

- No. 40.** The boys' toilet shall have a tight-board screen at the front and the side not less than five feet high. Behind this shall be a substantial zinc lined urinal trough. The lower one shall be 16 inches from the ground and the higher one 26 inches from the ground at the highest point. When dry closets are used the urinal shall drain into a separate underground receptacle.

No. 41. The toilet buildings shall rest on a substantial brick or concrete foundation to which they shall be securely bolted. The buildings shall be well lighted and shall constitute an adequate protection against inclement weather. There shall be at least two seats and not fewer than one seat, for every twenty children using them. One or more seats shall be 10 inches high, the rest 16 inches.

The vault shall be concrete or brick, so constructed as to prevent leakage of sewage and so that it may be cleaned. Light shall be completely shut out of the vault. The seats shall be provided with covers, securely hinged in such a way as to close automatically. The vault shall be ventilated with a flue, with a cross-sectional area of not less than 64 square inches and extending from the vault through the roof. One of the chief aims is to shut out flies, which spread contagious diseases.

No. 42. All toilets shall be kept clean and the walls free from objectionable language or pictures.

SAFETY AGAINST FIRE.

THE LAW.

An Act to regulate the egress from public buildings provides that the doors to the entrance of school buildings shall be so hinged as to open outward. *An Act* relating to fire escapes provides that in school buildings of more than two stories, at least one fire escape shall be provided, and that in halls above the ground floor as many fire escapes shall be provided as the corporate authorities may direct.

MINIMUM REQUIREMENTS.

No. 43. *New or Remodeled Buildings:* In school buildings hereafter erected boilers shall be placed in fire-proof rooms.

No. 44. Boilers or furnaces shall not be placed under a stairway or corridor through which the pupils must pass in leaving the building.

No. 45. Outside doors within 20 feet of stairways shall be provided with an appliance which will cause the door or doors to swing outward when pressure is applied.

No. 46. Smoke flues shall be lined with a good quality of chimney lining or so constructed that should the mortar between the bricks fall out, fire cannot escape through the opening.

No. 47. The main stairway leading from the ground floor shall be at least six feet wide.

No. 48. All air ducts or ventilating shafts shall be of metal or fire-proof material.

Buildings Already in Use: In buildings already in use July 1, 1915, the county superintendent of schools shall note any hazardous conditions and call the attention of the school board to them. If, in his judgment, these are decidedly dangerous for the safety of the children, and if the school authorities do not remedy the defect, he shall enforce the law by first calling for the advice of the State Fire Marshal.

SANITATION INSPECTION RECORD.

District No. Building. Room.

Upon careful inspection I note the following conditions and make these suggestions:

Specifications.	Satisfactory+ Unsatisfactory—	Suggestions.
<i>Room Heaters.</i>		
1. Size of stove.....		
2. Jacket, ventilation.....		
3. Controlling device.....		
4. Cross sectional area.....		
5. Floor space.....		
<i>Basement Furnaces.</i>		
6. Dampers, ventilation.....		
7. Entrance.....		
8. Floor.....		
9. Air inlet.....		
10. Return air outlet.....		
11. Foot warmer.....		
<i>Steam Heating.</i>		
12. Fan ventilation.....		
13. Gravity ventilation.....		
14. Radiator ventilation.....		
15. Radiator in vent flue.....		
16. Moistening the air.....		
<i>Lighting.</i>		
17. Light ceiling.....		
18. Left light.....		
19. Height of window.....		
20. Amount of light.....		
21. Window shades.....		
22. No front light.....		
23. Lower window shaded.....		
<i>Seating.</i>		
24. Level seat board.....		
25. Five sizes of desks.....		
No. 6. For 6 and 7-year-olds...		
No. 5. For 8 and 9-year-olds...		
No. 4. For 10 and 11-year-olds...		
No. 3. For 12 and 13-year-olds...		
No. 2. For 14 to 16-year-olds...		
26. Three sizes, adjustable.....		
27. Properly placed.....		

Specifications.	Satisfactory+Unsatisfactory—	Suggestions.
28. Aisles.....		
29. Proper sizes in room.....		
30. Properly adjusted.....		
31. House, clean.....		
<i>Water Supply.</i>		
32. Wells.....		
Distance from privy.....		
Cover.....		
Wall.....		
Gutter.....		
Drainage.....		
33. Cisterns.....		
Filter.....		
Covered.....		
Cleaned.....		
34. Water container.....		
35. Individual cups.....		
36. Bubbling fountain.....		
37. Wholesomeness.....		
<i>Toilets.</i>		
38. Indoor toilets.....		
Separation.....		
Ventilation.....		
Cleanliness.....		
39. Outdoor closets.....		
Separation.....		
Approaches.....		
40. Boys' closet screen.....		
41. Building.....		
Foundation.....		
Vault.....		
Light excluded.....		
Seat covers.....		
Ventilation.....		
42. Cleanliness.....		
<i>Safety Against Fire.</i>		
43. Boiler room.....		
44. Location of boiler.....		
45. Door opener.....		
46. Width of stairs.....		
47. Smoke flues.....		
48. Air ducts.....		

MEMORANDA.

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SPECIFICATIONS
For
SANITARY SCHOOL
ROOMS

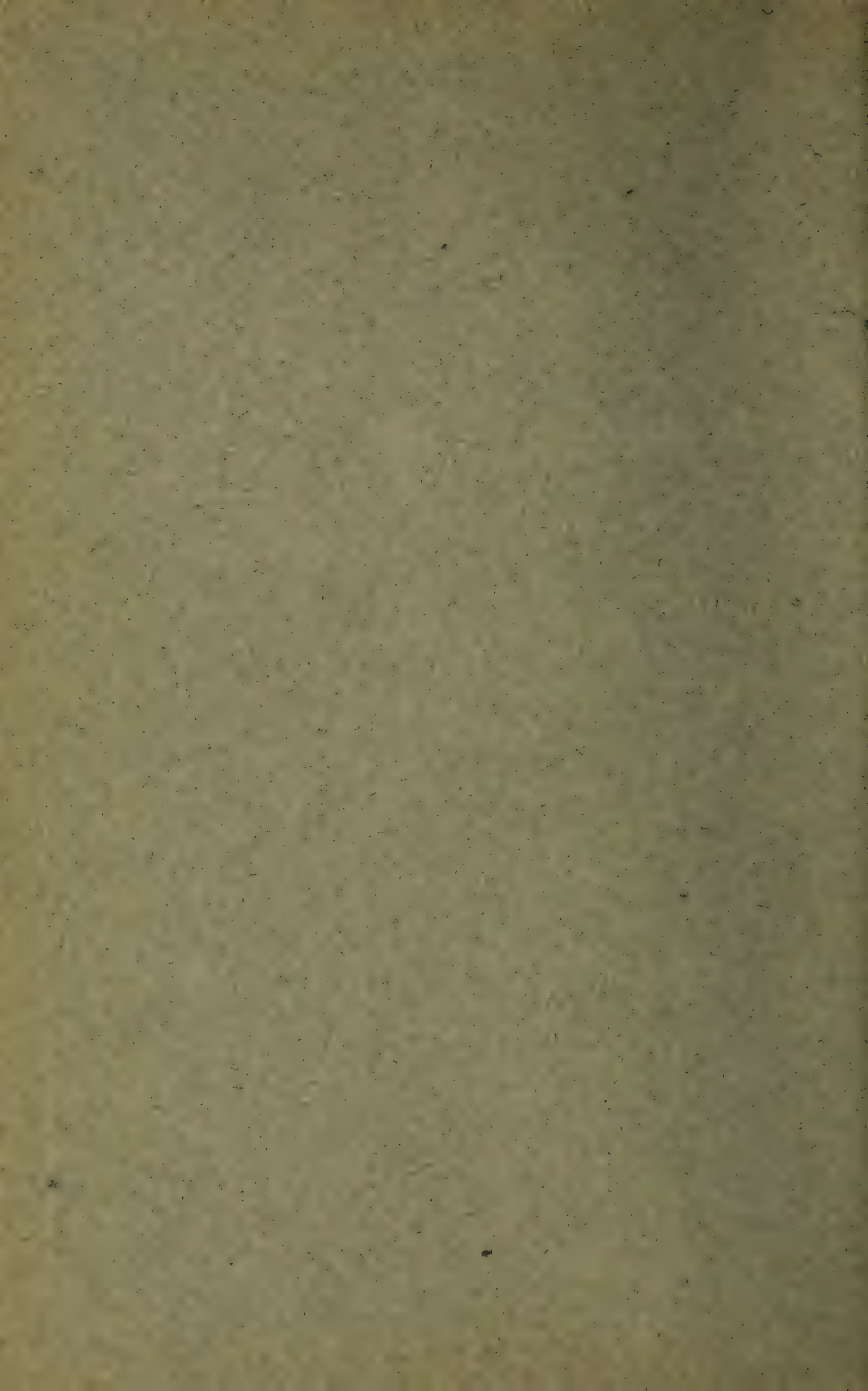
For
Directors and Boards of Education

1916



Prepared by
F. G. BLAIR
Superintendent of Public Instruction

[Printed by authority of the State of Illinois.]



SPECIFICATIONS

For The Minimum Requirements For

HEATING	SEATING
VENTILATION,	WATER SUPPLY
LIGHTING	TOILETS
SAFETY AGAINST FIRE	

OF ALL PUBLIC SCHOOL BUILDINGS
IN ILLINOIS

CICULAR NO. 88—THIRD EDITION

Prepared by

F. G. BLAIR

Superintendent of Public Instruction

With the advice of the State Board of Health, the State Architect
and the State Fire Marshal

For Directors and Boards of Education

1916




SCHNEPP & BARNES, STATE PRINTERS
SPRINGFIELD, ILL.
1916.

A REQUEST.

To the Board of Directors, or Board of Education:

District No. County, Illinois.

Herewith I hand you the specifications made and published by the State Superintendent of Public Instruction in compliance with amendments recently made to the school law relating to the sanitary conditions of school buildings.

On the last pages of this circular I present you a copy of the record of inspection which I have made and also make suggestions which I hope will be of service to you.

When you have made any improvements which meet the requirements, kindly report the same to me or have your teacher do so. I will then make the change on the records of my office.

I hope that by March 1, 1917, you will have met all the requirements and that I will be able to report to the trustees that your school is kept according to law.

I shall be pleased to confer with you regarding your school at any time you may call upon me.

Yours sincerely,

.....
County Superintendent.

Date.....

TO SCHOOL OFFICERS

CIRCULAR NO. 88—THIRD EDITION.

SANITARY SCHOOLROOMS.

At the last session of the Legislature the school law was so amended as to require the heating, ventilation, lighting, seating, water supply, toilets, and safety against fire to be such as to conserve the health and safety of the children attending the public schools. The penalty for not complying with these provisions is the withholding of the State distributive fund from the district until it has complied with the law.

Attention is called to the fact that in the case of new or remodeled buildings the law goes into effect at once. But for buildings already in use the penalties can not be enforced until March 1, 1917.

School officers are advised to begin at once and do what can best be done now. By March 1, 1917, they will be able to meet all the requirements of the law.

THE LAW.

DUTY OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION. SECTION 3, PARAGRAPH 13.

The duty of the Superintendent of Public Instruction shall be to prepare, with the advice of the State Board of Health, the State Architect and the State Fire Marshal, for school directors and boards of education specifications for the minimum requirements for the heating, ventilation, lighting, seating, water supply, toilets and safety against fire which will conserve the health and safety of the children attending the public schools.

DUTY OF THE COUNTY SUPERINTENDENT OF SCHOOLS. SECTION 15. PARAGRAPHS 20, 21 AND 22.

Approve Plans: The duty of the county superintendent of schools shall be to inspect the plans and specifications for the heating, ventilation, lighting, seating, water supply, toilets and safety against fire for public schoolrooms and buildings submitted to him by boards of education or boards of directors, and to approve all those which comply substantially with the specifications prepared and published by the Superintendent of Public Instruction.

Inspect Buildings: To inspect all public schools under his supervision and notify in writing before the first day of April the board

of school trustees or other boards exercising similar functions whether the several schools in their jurisdiction have or have not been kept as required by law,

Condemn Buildings: To request the State Board of Health, the State Fire Marshal, or the State Architect to inspect public school buildings which appear to him to be unsafe, insanitary or unfit for occupancy. It shall be the duty of these officials to inspect such buildings and to state in writing in what particular they are unsafe, insanitary or unfit for occupancy. Upon the receipt of such statement the county superintendent of schools shall condemn the building and notify in writing, the board of directors or board of education, stating specifically the reasons for such condemnation. He shall also notify in writing, the board of school trustees that the school so condemned is not kept as required by law.

NOTE.—To condemn a school building it is necessary to call only upon one: Upon the State Architect if the unfitness or danger is due to structure. Upon the State Board of Health in matters of sanitation. Upon the State Fire Marshal in case of great danger from fire.

DUTY OF THE TOWNSHIP TRUSTEES. SECTION 35.

Withhold Funds: When the board of trustees has had notice from the county superintendent of schools that a district has not kept school as required by law, the part of the distributive fund apportioned to such district shall be withheld until the county superintendent has given notice in writing, that the requirements of the law have been complied with. The amount withheld shall then be placed to the credit of such district: *Provided*, in cases where the schoolhouses were already in use for school purposes July 1, 1915, and do not comply with the minimum requirements for the health and safety of the pupils as set forth by the Superintendent of Public Instruction, the distributive fund shall not be withheld until after March 1, 1917.

DUTY OF BOARDS OF DIRECTORS AND BOARDS OF EDUCATION. SECTIONS 114-119.

Seven Months Term: The board of directors shall have the following additional duties:

To establish and keep in operation for at least seven months in each year, and longer if practicable, a sufficient number of free schools for the accommodation of all persons in the district over the age of 6 and under 21 years and to secure for all such persons the right and opportunity to an equal education in such schools.

Submit Plans: Before erecting or remodeling a public school building the board of directors or the board of education in districts containing fewer than one hundred thousand inhabitants shall submit the plans and specifications respecting heating, ventilation, lighting, seating, water supply, toilets and safety against fire to the county superintendent of schools for his approval.

MINIMUM REQUIREMENTS.

ROOM HEATERS AND VENTILATORS.

- No. 1.** When room heaters are used the stove shall be of suitable size to heat the room in all parts during coldest weather, to a temperature of 70 degrees F. without keeping too hot a fire.
- No. 2.** The stove shall be surrounded by a heat proof jacket at least five feet high. Two kinds of room heaters may be used. First, one in which the jacket extends to the floor, provided that provision be made to admit air to the stove from both outside of the building and from within the room. Second, one in which the jacket does not extend to the floor but the construction is such that the entering air from the outside can not spread over the floor.
- No. 3.** In the first kind the damper within the fresh air intake shall be so constructed that when the outside air is admitted, the opening from within the room is closed and when the outside opening is closed, the opening from within the room is open. When the damper is partly closed, the air is admitted to the furnace from both sources.
- No. 4.** The cross-sectional area of the opening into the foul air vent shall be equal to that of the cross-sectional area of the fresh air opening.
- No. 5.** All classrooms shall have at least 16 square feet of floor space and not less than 200 cubic feet of air space per pupil.

FRESH AIR DUCTS AND VENT PIPES FOR ROOM HEATERS.

The following dimensions are recommended generally by experts:

A. When the foul air is taken out through the smoke flue:

	Cubic Feet in Room		
	8,000 or less	8,000 to 12,000	12,000 to 16,000
	sq. in.	sq. in.	sq. in.
Cross-sectional area of smoke flue not less than.....	192	256	400
Cross-sectional area of foul air vent into chimney not less than.....	144	216	320
Cross-sectional area of fresh air intake not less than.....	144	216	320

B. When the foul air is taken out through a flue separate from the smoke flue:

	Cubic Feet in Room		
	8,000 or less	8,000 to 12,000	12,000 to 16,000
	sq. in.	sq. in.	sq. in.
Cross-sectional area of smoke flue not less than.....	81	144	216
Cross-sectional area of foul air vent flue not less than.....	192	256	288
Cross-sectional area of fresh air intake not less than.....	192	256	288

The cross-sectional area of the vent flue shall be at least equal to the openings specified above.

JACKETS.

The jacket shall be of heavy galvanized or black iron or other material equally durable. It shall have an inner lining of corrugated tin or other equally durable material covering the part where the greatest heat comes from the stove. Between the inner sheet and the outside jacket there shall be sheet asbestos.

BASEMENT HOT AIR FURNACES.

No. 6. When a basement furnace is used there shall be an intake for fresh air from outside the building and, also, a cold air intake from inside the schoolroom. The duct to the furnace shall have a cross-sectional area of 400 square inches. Dampers shall be provided which will make it possible to take all the air from one source or to take a part from both sources at the same time.

The chains which regulate the dampers for the admission of air to the furnace and those which control the drafts of the furnace, shall extend into the schoolroom.

No. 7. There shall be an entrance to the basement from within the building as well as from without.

No. 8. The floor of the basement shall be concrete or brick.

No. 9. Warm air from the furnace shall be admitted into the room at the wall at least six feet above the floor. The cross-sectional area of the duct and opening shall be at least 400 square inches.

The opening into the foul air flue shall be at the floor level and the foul air flue shall be so constructed that it will be heated by the smoke flue.

No. 10. The return cold air opening from the room as well as the opening from the outside shall be at the same wall as the warm air inlet and shall be two inches above the floor level. The grating over this opening shall be leaned against the wall at an angle of 45 degrees. The openings from the outside and the inside shall connect with the duct to the furnace. The damper shall be constructed so as to close either opening and leave the other open.

No. 11. A foot warmer or warm air register shall be placed at the floor level in the wall. No warm or cold air register shall be placed in the floor where it can be walked on or sweepings fall into it.

STEAM HEATING.

No. 12. *The Fan System:* When the fan system of ventilation is used the warm air flues shall have a cross-sectional area of not less than nine square inches for each occupant of the room. The vent flues shall have a cross-sectional area of not less than ten square inches for each occupant of the room.

No. 13. *The Gravity System:* Where the gravity system of ventilation is used the opening to the asperating coil and the warm air flues shall have a cross-sectional area of not less than 16 square inches and the vent flues 14 square inches for each occupant of the room.

No. 14. *Air Passed Through or Over Radiators:* When fresh air is taken directly into the room and passed through or over the radiators, the combined cross-sectional area of all the openings shall be not less than 9 square inches and that of the vent flue not less than 10 square inches for each occupant of the room.

No. 15. When the methods mentioned in Nos. 13 and 14 are used, each foul air flue shall be provided with a radiator of at least 9 square feet of radiating surface placed above the opening.

No. 16. *Moistening the Air:* In all systems of heating ample provision shall be made to moisten the heated air.

LIGHTING.

No. 17. There shall be no windows in the wall which the seated school children face. The walls shall be a soft light tint, gray, tan or green. The ceiling shall be a very light tint.

No. 18. *In New Buildings:* In school buildings hereafter erected the windows shall be at the left of the seated pupils.

Windows at the back of the room are permissible, but shall be at least six feet from the floor.

No. 19. The windows at the left shall be set with the least possible space between them and shall be not less than three feet nor more than four feet from the floor.

- No. 20.** The glass surface in study rooms shall not be less than one-fifth of the floor space. When the light is from the north or when trees are near by, it shall be not less than one-fourth of the floor surface.
- No. 21.** All windows shall be provided with good adjustable shades.
- No. 22.** *In Old Buildings:* In buildings in use before July 1, 1915, all windows in the wall which the seated pupils face shall be permanently walled up, so that no light may enter from that direction.
- No. 23.** If there are full length windows on the right of the seated children, the lower sash shall be shaded so as to completely shut out the light from that part. If this makes the light insufficient additional windows shall be provided at the left.

SEATING.

- No. 24.** Each schoolroom shall be furnished with single desks and seats which are of the proper size and adjustment for the pupils who are to occupy them. School boards should require dealers to guarantee that the seat board shall be in proper position and remain so, slanting neither upward nor downward in such a way as to cause discomfort.
- No. 25.** *One-room Schools:* One-room schools, which pupils of all ages attend, shall be furnished with desks of five sizes, as follows:
 No. 6 single desks, seats 11 to 12 inches from floor, desks 21 to 22 inches from floor, distance from edge of desk to back of seat 9 inches, for children not less than 42 inches tall, usually 6 or 7 years old.
 No. 5 single desks, seats 12 to 13 inches from floor, desks 22 to 23 inches from floor, distance from edge of desk to back of seat, 9 to 11 inches, for children not less than 45 inches tall, usually 8 or 9 years old.
 No. 4 single desks, seats 13 to 14 inches from floor, desks 23 to 25 inches from floor, distance from edge of desk to back of seat, 10 to 11 inches, for children not less than 48 inches tall, usually 10 or 11 years old.
 No. 3 single desks, seats 14 to 15 inches from floor, desks 25 to 27 inches from floor, distance from edge of desk to back of seat, 11 to 12 inches, for children not less than 51 inches tall, usually 12 or 13 years old.
 No. 2 single desks, seats 16 to 17 inches from floor, desks 27 to 29 inches from floor, distance from edge of desk to back of seat, 12 to 13 inches, for children not less than 55 inches tall, usually 14 or 16 years old.
 For children exceptionally large the front or back seat of a row should be placed to suit. In all cases pupils shall be comfortably seated.
- No. 26.** Where adjustable desks only are used in one-room schools there shall be three sizes, capable of being adjusted as above as to height of seat and desk. Adjustment shall be made at least twice a year for the needs of the growing children.
- No. 27.** Desks the same size shall be placed in rows from front to back of room. If it is necessary to place two sizes of desks in the same row the front part of the row should end with a "rear" of the same size. This "rear" should be followed with a "front" of the size which is to continue the row.
- No. 28.** There shall be an aisle next the walls not less than 24 inches in width, and aisles between rows of desks shall be not less than 18 inches in width.
- No. 29.** *Graded Schools:* In graded schools if stationary desks are used, if one grade occupies the room, there shall be not less than two sizes of single desks suitable for all the pupils in the room. The following will usually meet the needs: 1st grade, No. 6-5 (few); 2d, No. 5-6 (each one-half); 3d, No. 5-4 (few); 4th, No. 4-3 (few); 5th, No. 4-3 (half); 6th, No. 3-4 (few); 7th, No. 2-3 (few); 8th, No. 2-3 (few). When more than one grade is seated in a room there shall be as many sizes of desks as are necessary to properly seat all pupils.

No. 30. When adjustable desks are used they shall be so adjusted that the heels of the child shall rest on the floor when the child's back touches the back of his seat. The desk shall be adjusted so that when the child sits erect in his seat, the forearm resting on the desk as in writing, the shoulder of the writing arm shall not be higher than the other shoulder.

When stationary desks are used the pupils shall occupy desks which meet these requirements.

The distances the desks are from the backs of the seats shall be the same as given in requirement No. 25. At least one row of adjustable desks in each room is strongly recommended.

No. 31. Floor, desks, furniture, and walls shall be kept clean. Desks shall be washed and revarnished when necessary. Floor shall be scrubbed when necessary. When sweeping, a sweeping compound shall be used, and dusting shall be done with a moist cloth.

WATER SUPPLY.

No. 32. *Wells:* All dug, bored or drilled wells shall be made absolutely safe from danger of contamination from privies. The walls of the well shall be constructed so as to prevent seepage from this source. Where there is any likelihood of sewage entering the well, the privy vaults shall be made water-tight. Less than 100 feet distance from a privy is not a safe location for a well. To prevent contamination from other sources the well shall be covered with a concrete platform. This shall rest on a concrete wall surrounding the well, sunk at least two feet in the ground. A concrete gutter shall be provided to carry the waste water at least 10 feet away from the well. The earth shall be so banked about the well as to make natural drainage and prevent puddles of water near the well.

No. 33. *Cisterns:* Where cisterns are used they shall be provided with effective filters and shall be completely covered. They shall be thoroughly cleaned and the filtering material renewed at least once a year.

No. 34. *Water Containers:* Where drinking water is kept in the school-room it shall be kept in a clean container, provided with a cover and a faucet.

No. 35. *Individual Cups:* The use of the common drinking cup is prohibited by law. When cups are necessary each person shall be provided with his own cup. These shall be placed in a dust-proof case, which shall be kept closed except when removing or replacing a cup. The cups shall be kept clean.

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TOILETS.

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No. 39. *Outdoor Toilets:* There shall be at least two toilets, one for each of the sexes. They shall, when possible, be at least 50 feet apart. Under no condition shall they be less than 20 feet apart. When the distance between the toilets is less than 50 feet, there shall be a tight-board screen midway between them at least 20 feet long and six feet high. The approaches shall be separate all the way.

No. 40. The boys' toilet shall have a tight-board screen at the front and the side not less than five feet high. Behind this shall be a substantial zinc lined urinal trough. The lower one shall be 16

inches from the ground and the higher one 26 inches from the ground at the highest point. When dry closets are used the urinal shall drain into a separate underground receptacle.

No. 41. The toilet buildings shall rest on a substantial brick or concrete foundation to which they shall be securely bolted. The buildings shall be well lighted and shall constitute an adequate protection against inclement weather. There shall be at least two seats and not fewer than one seat, for every twenty children using them. One or more seats shall be 10 inches high, the rest 16 inches.

Where there is danger of contaminating the well the vault shall be concrete or brick, so constructed as to prevent leakage of sewage and so that it may be cleaned. Light shall be completely shut out of the vault. The seats shall be provided with covers, securely hinged in such a way as to close automatically. The vault shall be ventilated with a flue, with a cross-sectional area of not less than 64 square inches and extending from the vault through the roof. One of the chief aims is to shut out flies, which spread contagious diseases.

No. 42. All toilets shall be kept clean and the walls free from objectionable language or pictures.

SAFETY AGAINST FIRE.

THE LAW.

An Act to regulate the egress from public buildings provides that the doors to the entrance of school buildings shall be so hinged as to open outward. *An Act* relating to fire escapes provides that in school buildings of more than two stories, at least one fire escape shall be provided, and that in halls above the ground floor as many fire escapes shall be provided as the corporate authorities may direct.

MINIMUM REQUIREMENTS.

No. 43. *New or Remodeled Buildings:* In school buildings hereafter erected boilers shall be placed in fire-proof rooms.

No. 44. In buildings more than one story high boilers or furnaces shall not be placed under a stairway or corridor through which the pupils pass in leaving the building.

No. 45. Outside doors within 20 feet of stairways shall be provided with an appliance which will cause the door or doors to swing outward when pressure is applied.

No. 46. Smoke flues shall be lined with a good quality of chimney lining or so constructed that should the mortar between the bricks fall out, fire can not escape through the opening.

No. 47. The main stairway leading from the ground floor shall be at least six feet wide.

No. 48. All air ducts or ventilating shafts shall be of metal or fire-proof material.

Buildings Already in Use: In buildings already in use July 1, 1915, the county superintendent of schools shall note any hazardous conditions and call the attention of the school board to them. If, in his judgment, these are decidedly dangerous for the safety of the children, and if the school authorities do not remedy the defect, he shall enforce the law by first calling for the advice of the State Fire Marshal.

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2. Jacket, ventilation.....		
3. Controlling device.....		
4. Cross sectional area.....		
5. Floor space.....		
<i>Basement Furnaces.</i>		
6. Dampers, ventilation.....		
7. Entrance.....		
8. Floor.....		
9. Air inlet.....		
10. Return air outlet.....		
11. Foot warmer.....		
<i>Steam Heating</i>		
12. Fan ventilation.....		
13. Gravity ventilation.....		
14. Radiator ventilation.....		
15. Radiator in vent flue.....		
16. Moistening the air.....		
<i>Lighting.</i>		
17. Light ceiling.....		
18. Left light.....		
19. Height of window.....		
20. Amount of light.....		
21. Window shades.....		
22. No front light.....		
23. Lower window shaded.....		
<i>Seating.</i>		
24. Level seat board.....		
25. Five sizes of desks.....		
No. 6. For 6 and 7-year-olds....		
No. 5. For 8 and 9-year-olds....		
No. 4. For 10-and 11-year-olds....		
No. 3. For 12 and 13-year-olds....		
No. 2. For 14 to 16 year-olds....		
26. Three sizes, adjustable.....		
27. Properly placed.....		

Specifications.	Satisfactory+ Unsatisfactory—	Suggestions.
28. Aisles.....		
29. Proper sizes in room.....		
30. Properly adjusted.....		
31. House, clean.....		
<i>Water Supply.</i>		
32. Wells.....		
Distance from privy.....		
Cover.....		
Wall.....		
Gutter.....		
Drainage.....		
33. Cisterns.....		
Filter.....		
Covered.....		
Cleaned.....		
34. Water container.....		
35. Individual cups.....		
36. Bubbling fountain.....		
37. Wholesomeness.....		
<i>Toilets.</i>		
38. Indoor toilets.....		
Separation.....		
Ventilation.....		
Cleanliness.....		
39. Outdoor closets.....		
Separation.....		
Approaches.....		
40. Boys' closet screen.....		
41. Building.....		
Foundation.....		
Vault.....		
Light excluded.....		
Seat covers.....		
Ventilation.....		
42. Cleanliness.....		
<i>Safety Against Fire.</i>		
43. Boiler room.....		
44. Location of boiler.....		
45. Door opener.....		
46. Width of stairs.....		
47. Smoke flues.....		
48. Air ducts.....		

MEMORANDA.

MEMORANDA.

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Requirements
FOR
Recognized High Schools

Regular and Probationary

CONDENSED STATEMENT



CIRCULAR 89

REVISED EDITION — MARCH, 1916

[Printed by authority of the State of Illinois.]



SCHNEPP & BARNES, STATE PRINTERS
SPRINGFIELD, ILL.
1916.

REQUIREMENTS FOR RECOGNIZED HIGH SCHOOLS.

Both for Regular and Probationary Recognition.

CONDENSED STATEMENT.

FIRST—FOR REGULAR RECOGNITION.

A. *For a Recognized Four-year High School.*

- I. Must have equipment in building, rooms, library, laboratories, shops, heating and ventilating, lighting, water supply, toilet facilities, janitor service and fire protection that will satisfy the law and that is REASONABLY ADEQUATE for the size of the school and what it undertakes to do.

There must be a WORKING LIBRARY—even if small.

There must be LABORATORY APPARATUS in use by the pupils for all science work.

Send for special circular 94 on these last two matters.

Get from your county superintendent circular 88, and study the specifications for the minimum requirements under the new sanitation law, which WILL BE ADMINISTERED WITH REASONABLENESS.

- II.
 1. Must have 36 weeks in school year.
 2. Daily recitations of 40 minutes, all classes.
 3. All laboratory periods, 80 minutes.
 4. Conform to law concerning standard of admission to ninth grade; consult your county superintendent.
 5. Sixteen units required for graduation.
 6. Four teachers employed in the elementary grades.
- III. A reasonably arranged program of studies including four years of English, physiology (ninth year), American history (twelfth year). Modifications must be arranged for specially. For details and suggestions on program of studies see circular 85.
- IV.
 1. Full time of two teachers (or more) besides the principal or superintendent.
 2. No teacher with more than seven classes; six is a better maximum.
 3. Conform to the certificating law: consult your county superintendent.
 4. Every teacher ought to have had two years or more in some recognized college or normal school.

- V. The attitude of the teacher, the attitude of the pupils and the actual service rendered to the community—i. e., the spirit of the school must deserve approval.

B. *For a Recognized Three-year High School.*

- I. Same as for a four-year school.
- II. Same as for a four-year school except that only twelve units must be completed.
- III. A reasonably arranged program of studies including three years of English, and physiology (ninth year). For details and suggestions on program of studies consult circular 85.
- IV. Full time of one assistant.

C. *For a Recognized Two-year High School.*

Same in all particulars as for a four-year or three-year school, with proper regard for the fact that only ninth and tenth year work is provided. Must complete eight units, and full teaching time of principal must be given to high school classes—but not more than one or (under certain circumstances) two alternations should be used. See circular 85.

SECOND—FOR PROBATIONARY RECOGNITION.

A. *For a Four-year High School.*

Probationary recognition *may* be granted even if the school is unable to meet the aforesaid standards in one (or sometimes more) of the following:

1. Length of year; BUT must not fall below 32 weeks.
2. Number of teachers; full time of one assistant and half time of another or (in exceptional circumstances) only the full time of one assistant—with the principal.
3. More of alternation than is usually approved, BUT no alternation of English classes.
4. A smaller number of teachers in the elementary grades.

Probationary recognition will give all the rights of regular recognition with these conditions

1. School must present recommendation of county superintendent.
2. Must furnish special information on blank provided.
3. Will not be given to schools levying less than full amount allowed by the law.
4. Final recognition must be confirmed by visit from Supervisor of High Schools.
5. Recognition will lose its validity if there is a change in the head of the school. May be renewed only after a new application and visit.

B. *For a Three-year High School.*

The same allowances and requirements as those named above for a four-year high school with probationary recognition, except that at least half time of one assistant besides the principal is demanded.

In addition, a three-year high school seeking probationary recognition, must present a written statement from some recognized four-year high school agreeing to give full credit for work done, if the three-year high school receives probationary recognition.

C. For a Two-year High School.

The same allowances and requirements as for a four-year high school with probationary recognition except in the matter of the number of teachers; see next paragraph.

By special arrangement, probationary recognition, in cases of real necessity, may be given to schools when only three teachers are employed to take care of ten grades according to the plan here presented:

Teacher A. (Principal.)

Odd years: Ninth grade and half of seventh.

Even years: Tenth grade and half of eighth.

Teacher B.

Odd years: Fifth grade and half of seventh.

Even years: Sixth grade and half of eighth.

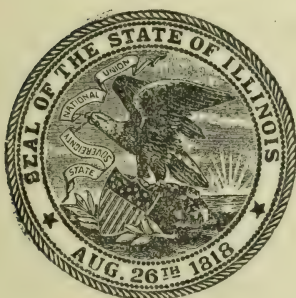
Teacher C.

First, second, third and fourth grades—according to "State Course of Study."

In addition, a two-year high school seeking probationary recognition must present a written statement from some recognized four-year high school agreeing to give full credit for work done, if the two-year high school is given probationary recognition.

ILLINOIS
STATE EXAMINING BOARD

Recognition of Teachers'
Certificates Issued In
Other States



CIRCULAR NO. 90

October, 1915



SCHNEPP & BARNES, STATE PRINTERS
SPRINGFIELD, ILL.
1915.

Illinois State Examining Board

For Teachers' County Certificates

FRANCIS G. BLAIR, Chairman,
Superintendent of Public Instruction.

HUGH S. MAGILL, JR., Springfield,
Superintendent, City Schools.

CYRUS STOVER GROVE, Freeport,
Superintendent, Stephenson County Schools.

B. C. MOORE, Bloomington,
Superintendent, McLean County Schools.

ELMER VAN ARSDALL, Olney,
Superintendent, Richland County Schools.

A. L. WHITTENBERG, Secretary,
Office Superintendent Public Instruction.

RECOGNITION OF TEACHERS' CERTIFICATES ISSUED IN OTHER STATES.

The certificating law of Illinois provides that the Superintendent of Public Instruction may recognize and honor State certificates issued in other states, provided they were obtained under conditions similar to those required in Illinois; also that county superintendents may recognize and honor any certificate of another state obtained under conditions similar to those in Illinois, under such rules as may be prescribed by the Examining Board, except that certificates the equivalent of the third grade elementary or second grade elementary certificates shall not be subject to recognition.

Pursuant to the foregoing statutory provision, the Examining Board have formulated rules governing the exchange of certificates issued in other states for Illinois county certificates. For the information of teachers coming from other states who wish to submit for recognition certificates valid and in force in some other state, it seems advisable to preface the rules with a few concise but general statements pertaining to the certification of teachers in Illinois.

GENERAL STATEMENT.

1. No person shall be authorized to teach in the public schools of Illinois who has not attained the age of 18 years and who does not hold an Illinois certificate valid for the grades and subjects which the position requires, as provided by law.

2. In Illinois there are but two legally constituted certificating authorities, namely, the Superintendent of Public Instruction and the County Superintendent of each county. The former is authorized to issue State certificates (sections 2, 3, 4 and 5); the latter is authorized to issue county certificates (sections 6 and 7).

STATE CERTIFICATES.

The law provides but two methods of obtaining Illinois State certificates: (1) By sustaining a public examination in at least three subjects and submitting a thesis on some educational topic; graduation from a recognized normal school or college is required for admission to the examination. (2) By exchange for an equivalent state certificate of another state obtained under conditions similar to those required in Illinois.

State certificates issued in other states, when offered in exchange for Illinois State certificates, should be submitted to the Superintendent of Public Instruction. They will be honored by issuing, without examination, an equivalent Illinois State certificate, provided they are valid and in force in the state of issue and pro-

vided they were obtained under conditions similar to those required in Illinois. That is to say:

1. That the holder of such certificate is a graduate of a recognized normal school or college.
2. That in obtaining such state certificate, the holder thereof was required to sustain a public examination conducted by the Superintendent of Public Instruction or other legally constituted state authority, equivalent in character to the examinations conducted by the Superintendent of Public Instruction of Illinois for Illinois State certificates.
3. That the holder of such state certificate submit evidence of at least three years of successful experience in teaching or supervision.

Three kinds of State certificates are issued in Illinois: A four-year elementary school certificate valid for teaching and supervising in the elementary schools of the State; a four-year high school certificate valid for teaching and supervising in any high school in the State; a four-year supervisory certificate valid for teaching and supervising in all grades of the public schools in any district in the State. At the time of its expiration, upon evidence of successful teaching or supervision satisfactory to the Superintendent of Public Instruction, any four-year State certificate shall become valid and be endorsed for life.

COUNTY CERTIFICATES.

The law provides but three methods of obtaining county certificates: (1) By examination conducted by the county superintendent, questions furnished and manuscripts graded by the Illinois State Examining Board. (2) Upon certified credits earned in a recognized normal school, college or special or technical school, such credits to be of the kind and amount required for the grade of certificate applied for and approved by the State Examining Board. (3) By exchange for an equivalent certificate valid and in force in some other state.

All county certificates in Illinois, except the third grade elementary certificate, are renewable indefinitely and are interchangeable between the counties of the State and are equivalent to LIMITED STATE CERTIFICATES issued in other states.

An elementary certificate and a high school certificate limit the authority of the holder to teaching and supervising in certain grades of the public schools, but do not limit the number of subjects which the holder may teach. A special certificate limits the authority of the holder to teaching and supervising only such subjects as are named in the certificate, but does not limit the authority to teach and supervise in any particular grade of the public school.

In determining whether a certificate of another state is equivalent to an Illinois certificate of given grade, the following questions should have consideration:

1. Is the certificate valid in the state of issue for teaching or supervising in the same grades of school work as the Illinois certificate?

2. If the certificate was obtained by an examination, were the questions prepared and manuscripts graded by state or county authority?

3. Do the requirements for the certificate when obtained by examination cover the same subjects or equivalent subjects as are required for the Illinois certificate?

4. If the certificate was obtained upon certified credits earned in a recognized normal school or college, are the requirements equivalent to the requirements of the Illinois certificate?

5. Is the certificate valid in the state of issue for the same number of years for which the Illinois certificate is issued?

6. Is the certificate renewable indefinitely?

The foregoing arrangement of points is in order of importance. Certificates issued in other states will seldom prove equivalent in every one of these points to an Illinois certificate. They may not be identical in more than one or two of the six points mentioned, but the certificates submitted for exchange should be equivalent to the Illinois certificate desired in exchange on points 1, 2 and 3, at least.

County superintendents are authorized to honor certificates issued in other states that are equivalent to either a first grade elementary certificate, a kindergarten primary certificate, a high school certificate, a special certificate, or a county supervisory certificate, according to the following rules:

RULES.

1. The certificate presented for exchange must be valid and in force in the state of issue at the time it is submitted.

2. It must be accompanied by application for certificate, Form A, in duplicate, and a fee of one dollar.

3. Certificates of other states may be considered equivalent to an Illinois first grade elementary certificate: (a) If obtained by an examination under state control, covering what is usually termed the common branches, English, pedagogy, civics, algebra, general history and at least four natural sciences; graduation from a recognized four-year high school and one year of teaching experience being required for admission to the examination. (b) If obtained upon graduation from a recognized normal school or from a recognized higher institution of learning offering an equivalent preparation.

4. Certificates of other states may be considered equivalent to an Illinois kindergarten primary certificate: (a) If obtained by an examination under state control covering English and the theory and practice of kindergarten and primary work, graduation from a recognized four-year high school being required for admission to the examination. (b) If obtained upon graduation from a recognized kindergarten training school.

5. Certificates of other states may be considered equivalent to an Illinois county High School certificate: (a) If obtained by an examination under State control, covering English, pedagogy and at least six High School subjects; graduation from a recognized four-year High School and the completion of at least two years' work in a recog-

nized higher institution of learning being required for admission to the examination; (b) If obtained upon graduation from a recognized higher institution requiring four years of work of college grade.

6. Certificates of other states may be considered equivalent to an Illinois special certificate: (a) If obtained by an examination under State control, covering English, pedagogy and the special subject or subjects named in the certificate; graduation from a recognized four-year High School being required for admission to the examination; (b) If obtained upon evidence of two years' training in a recognized higher institution in the special subjects and in English and pedagogy.

7. Limited state certificates of other states authorizing the holder to teach and supervise in any grade of the public schools may be considered equivalent to an Illinois county supervisory certificate, provided the requirements for such certificate are: Graduation from a recognized normal school or college and two years' successful experience in teaching or supervision.

The Superintendent of Public Instruction and the Illinois State Examining Board will cooperate with the county superintendents in encouraging the free movement of well trained and efficient teachers from state to state.

For obvious reasons it is impractical to designate specifically in a circular just what certificates of a given state may be legally honored by issuing in exchange therefor an Illinois certificate. The labor involved in such an undertaking would be out of proportion to its value. Furthermore, by reason of the frequent changes in the certifying laws of the states such data would soon become inaccurate and useless. The requirements and limitations of teachers' certificates vary greatly in different states. In some instances these are clearly stated in the certificate; in most instances, however, they cannot be determined without reference to the certifying law of the State in which the certificate was issued. The secretary of the Examining Board has access to the certifying laws of all the states and will endeavor to answer inquiries that may seem necessary concerning the recognition of certificates of other states.

CIRCULAR 91

Circular 91 is the Illinois School Directory for 1915-1916. It contains a list of county superintendents of schools, names of the superintendents, principals and teachers in the township and four year city high schools, together with a list of principals and superintendents of the other graded schools in Illinois.

REQUIREMENTS

FOR A

Standard Village or City Elementary School

CIRCULAR 92.

ILLINOIS - - - 1915

REQUIREMENTS FOR A STANDARD VILLAGE OR CITY ELEMENTARY SCHOOL.

I. Physical Conditions and Equipment.

- | | |
|---|--|
| 1. Heat, Ventilation and
Safety Against Fire. | } Must meet requirements of law.
See Cir. 88. |
| 2. Light. | |
| 3. Desks. | |
| 4. Water Supply. | |
| 5. Toilets. | |
| 6. Grounds.
Ample, well kept school yard.
Good walks.
Convenient provision for fuel. | |
| 7. Building.
Outside painted and in good repair.
Suitable cloak rooms.
Good floor and clean. | |
| 8. Blackboard.
Ample and not too high from floor.
Good quality. | |
| 9. Walls.
Properly tinted and clean. | |
| 10. Maps and globe. | |
| 11. Library.
Books suitable to the grades in the room, in number equal at
least to the enrollment. | |
| 12. General Furnishings.
A good teacher's desk.
A good bookcase.
Dictionaries.
Supplementary readers.
Reference books.
Copies of all text books for the use of the teacher.
Thermometers.
Crayon, erasers, paper towels, sweeping preparation, meas-
ures, scissors, etc.
Pictures. | |

II. Teaching Force and Organization.

1. Supervision.
Whole school under the direction of superintendent or principal who shall have time daily for supervision.
2. Teaching and Discipline.
All teaching and discipline must be good throughout the school.
3. Qualification.
Each teacher must have a certificate which meets the legal requirements. The final test is the teaching itself. Normal school training or an equivalent is required.
4. Professional Growth.
Teachers must conform to the County Superintendent's plan for professional growth.
5. Teachers' Meetings.
Superintendent or principal and teachers meet one hour every two weeks for consultation and professional study. Parent-teachers' organization.
6. Classification.
Pupils properly classified, regular study and recitation periods.
7. Course of Study.
The State Course or its equivalent in use.
Library work. State Pupil's Reading Circle, or equivalent work.
8. Examinations and Reports.
Monthly reports to parents of pupil's progress, and calling attention to defective sight, hearing or other physical disabilities.
9. Salary and Term.
No teacher to receive less than \$400 per school year of at least eight months.
10. Board Meetings.
School board to hold monthly meetings at which the superintendent or principal is present. Board employ an efficient janitor, who shall be under the direction of the principal or superintendent in his relations to teachers and pupils as in other duties.
11. Enrollment.
Not fewer than fifteen, nor more than forty-five pupils per teacher.
12. Standard of Work.
School must do good work. If school does only eight years of work, pupils must be well prepared for high school.
If school has high school, the work must conform to the requirements for a recognized high school. (See Cir. 85).

III. Standardization.

A representative of the State office will make the inspection. If the requirements under I and II are met, a diploma will be granted.

(P615-10M)

ILLINOIS PRINTING CO., DANVILLE, ILL.



THE

SCHOOL LAW OF ILLINOIS

AS AMENDED BY THE

Forty-Ninth General Assembly



CIRCULAR NO. 93

1916

[Printed by authority of the State of Illinois.]

THE
SCHOOL LAW OF ILLINOIS

AS AMENDED BY THE

Forty-Ninth General Assembly



Compiled by
J. C. THOMPSON

Under the direction of
FRANCIS G. BLAIR
Superintendent of Public Instruction



SCHNEPP & BARNES, STATE PRINTERS
SPRINGFIELD, ILL.
1915.

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CIRCULAR 93.

AN ACT TO ESTABLISH AND MAINTAIN A SYSTEM OF FREE SCHOOLS.

SUPERINTENDENT OF PUBLIC INSTRUCTION.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That on Tuesday next after the first Monday in November, 1910, and quadrennially thereafter, there shall be elected by the qualified voters of this State a Superintendent of Public Instruction, who shall hold his office for four years from the second Monday in January next after his election.

§ 2. Before entering upon his duties he shall take and subscribe the oath of office prescribed by the Constitution, and execute a bond in the penalty of \$25,000.00, payable to the People of the State of Illinois, with securities to be approved by the Governor, conditioned upon the faithful discharge of his duties. Such bond and oath shall be deposited with the Secretary of State.

§ 3. The duties of the Superintendent of Public Instruction shall be:

First—To have his office at the seat of government and to keep a record of all matters pertaining to the business of his office.

Second—To file all papers, reports and public documents transmitted to him by the school officers of the several counties, for each year separately; and to keep and preserve all other public documents, books and papers relative to schools, coming into his hands as Superintendent of Public Instruction.

Third—To supervise all the common and public schools in the State.

Fourth—To counsel and confer, in such manner as he may deem best, with experienced and practical teachers as to the best manner of conducting common schools.

Fifth—To advise and assist county superintendents of schools, addressing to them, from time to time, circular letters relating to the best manner of conducting schools, constructing schoolhouses, furnishing the same, and examining and procuring competent teachers.

Sixth—To be ex officio a member of the board of trustees of the Southern Normal University.

Seventh—To make such rules and regulations as may be necessary to carry into efficient and uniform effect the provisions of this Act, and of all laws for establishing and maintaining free schools in the State.

Eighth—To be the legal adviser of school officers, and, when requested by any school officer, to give his opinion in writing upon any question arising under the school laws of the State.

Ninth—To hear and determine all controversies arising under the school laws of the State coming to him by appeal from a county superintendent of schools.

Tenth—To grant certificates to such teachers as may be found qualified to receive them, and to suspend the operation of any State certificate for immorality or other unprofessional conduct.

Eleventh—To visit such of the charitable institutions of the State as are educational in their character, to examine their facilities for instruction, and to prescribe forms for such reports as he may desire from their superintendents.

Twelfth—To report to the Governor, on or before the first of November, preceding each regular session of the General Assembly, the condition of the schools in the several counties of the State; the number of schools which have been taught in each county in each of the preceding years, commencing on the first of July; the number taught by men and women respectively; the number of pupils in attendance; the number of persons in each county under 21 years of age, and the number of persons between the ages of 12 and 21 years unable to read and write; the amount of township funds; the amount of interest on the State or common school fund, and on the township fund, annually paid out; the amount raised by an ad valorem tax; the amount annually expended for schools; the number of schoolhouses, their kind and condition; the number of townships and parts of townships in each county; the number of books purchased for the use of schools and the cost of the same; the value of apparatus purchased; the number of district libraries; together with such other information and suggestions as he may deem important in relation to the schools and school laws, and the means of promoting education throughout the State, which report shall be submitted to the General Assembly at each regular session.

Thirteenth—To prepare with the advice of the State Board of Health, the State Architect and the State Fire Marshal, for school directors and boards of education specifications for the minimum requirements for the heating, ventilation, lighting, seating, water supply, toilets and safety against fire which will conserve the health and safety of the children attending the public schools. (As amended by an Act approved June 26, 1915.)

§ 4. The Superintendent of Public Instruction shall have the following powers:

First—To designate the particular statistics relating to public schools which school officers are required to report to the county superintendent of schools.

Second—To authorize the county superintendent of schools to procure such assistance as may be necessary to conduct teachers' institutes.

Third—To require the county superintendents of schools to furnish him with such information as he may desire to include in his report to the general Assembly.

Fourth—To require the trustees of schools of each township to make, at any time, a report similar to that required of trustees of

schools, on or before the 15th day of July preceding each regular session of the General Assembly.

Fifth—To require annual reports from the authorities of townships, cities or districts maintaining schools by authority of special charters.

Sixth—To remit, upon the recommendation of the county superintendent of schools, or for other good and sufficient reasons, the forfeiture of the school fund by any township which may have failed to make the reports required by law.

Seventh—To require the Auditor of Public Accounts to withhold from the county superintendent the amount due his county from the State school fund, or the said county superintendent for his compensation, until the report provided for in section 7 of this Act shall have been furnished as therein required.

Eighth—To request the president, principal or other proper officer of every organized university, college, seminary, academy or other educational institution, whether incorporated or unincorporated, to submit such report as he may require, in order to lay before the General Assembly a full exhibit of the affairs and conditions of such institutions and of the educational resources of the State.

Ninth—To require the county superintendent of schools, trustees, township treasurer, directors or other school officer to withhold from any township, district, officer or teacher any part of the common school township or other school fund, until such treasurer, officer or teacher shall have made all schedules, reports and returns required of him by this Act, and until such officer shall have executed and filed all official bonds and accounted for all common school, township or other school funds which have come into his hands.

COUNTY SUPERINTENDENT OF SCHOOLS.

§ 5. On Tuesday next after the first Monday in November, 1918, and quadrennially thereafter, there shall be elected by the qualified voters of every county in the State, a county superintendent of schools, who shall enter upon the discharge of his duties the first Monday of August next after his election. No one shall be eligible to the office of county superintendent of schools who is not of good character, actually engaged in educational work, the holder of a valid county supervisory certificate, or a State certificate, and who has not had at least four years' experience in teaching. (As amended by an Act approved June 28, 1915.)

§ 6. Before entering upon his duties he shall take and subscribe the oath prescribed by the Constitution, and execute a bond payable to the People of the State of Illinois, with two or more responsible freeholders as security, to be approved by the county board or by the judge and clerk of the county court, in a penalty of not less than \$12,000.00, conditioned upon the faithful discharge of his duties. The bond shall be in the following form, to-wit:

STATE OF ILLINOIS, }
.....COUNTY. } ss.

Know All Men by These Presents: That we, A B, C D, and E F, are held and firmly bound, jointly and severally, unto the people of the State of Illinois, in the penal sum of.....dollars, to the payment of which

we bind ourselves, our heirs, executors and administrators firmly by these presents.

In witness whereof we have hereunto set our hands and seals this..... day of....., 1.....

The condition of this obligation is such that if A B, county superintendent of schools of the county aforesaid, shall faithfully discharge all the duties of his office, according to law, and shall deliver to his successor in office all moneys, books, papers and property in his hands as such county superintendent of schools, then this obligation to be void, otherwise to remain in full force and virtue.

A.....	B.....[Seal]
C.....	D.....[Seal]
E.....	F.....[Seal]

This bond shall be filed in the office of the county clerk, and action or actions upon it may be maintained by any corporate body interested, for the benefit of any township or fund injured by any breach of its conditions.

§ 7. On or before the 15th of August, annually, the county superintendent of schools shall present to the Superintendent of Public Instruction such information relating to schools in his county as the Superintendent of Public Instruction may require.

§ 8. The county superintendent shall present under oath, or affirmation, to the county board, at its annual meeting in September, and as near quarterly thereafter as such board may have regular or special meetings, a report of all his acts as county superintendent, including a list of all the schools visited, with the dates of visitation.

§ 9. The county superintendent shall report, in writing, to the county board, at its regular meeting in September of each year, stating, first, the balance on hand at the time of the last report, and all receipts since that date, with the sources from which they were derived; second, the amount distributed to each of the township treasurers in his county; third, any balance on hand. At the same time he shall present for inspection his books and vouchers for all expenditures, and submit in writing a statement of the condition of the institute fund and of any other funds in his care, custody or control.

§ 10. The county superintendent shall keep three books, to be known and designated by the letters A, B, and C, for the following purposes: In book A he shall record at length all petitions presented to him for the sale of common school lands, the plats and certificates of valuation made by or under the direction of the trustees of schools, and the affidavits in relation to the same. In book B he shall keep an account of all sales of common school lands, including the date of sale, name of purchaser, description of land sold and the selling price. In book C he shall keep a regular account of all moneys received or paid out; from whom received, on what account, showing whether it is principal or interest, the rate of interest, and a description of the real estate taken as security; if paid out, to whom, when, and on what account, and the amount of the list of sales and the account of each township fund to be kept separate.

§ 11. At the regular meeting of the county board, in each year, the county superintendent shall present, first, a statement showing the sales of school lands made subsequent to the first regular term of the previous year, which shall be a true copy of the sale book (book B); second, a statement of the amount of money received, paid, and in hand,

belonging to each township or fund under his control, the statement of each fund to be separate; third, a statement copied from his loan book (book C), showing all the facts in regard to loans which are required to be stated in the loan book.

§ 12. In all cases in which the trustees of schools of any township shall fail to prepare and forward, or cause to be prepared and forwarded, to the county superintendent the information required of them by this Act, it shall be the duty of the county superintendent to employ a competent person to take the enumeration and furnish such information, as far as practicable. The person so employed shall have access to the books and papers of the township to enable him to make such statement; and the township treasurer, or other officer or person in whose custody such books and papers may be, shall permit such person to examine such books and papers at such times and at such places as such person may desire for the purpose aforesaid. For such services the county superintendent shall pay to the person so employed by him such amount as he may judge reasonable, out of any money which is or may come into his hands, apportioned as the share of or belonging to such township; and the county superintendent shall proceed to recover and collect the amount so allowed or paid in a civil action before any justice of the peace in the county, or before any court having jurisdiction, in the name of the People of the State of Illinois, of and against the trustees of schools of the township in their individual capacity; and in such suit or suits the county superintendent and the township treasurer shall be competent witnesses. The money so received, when collected, shall be paid to the county superintendent for the benefit of the township, to replace the money taken as aforesaid.

§ 13. Whenever the bond of any township treasurer, approved by the trustees of schools, as required by law, shall be delivered to the county superintendent of schools, he shall carefully examine the same, and if the instrument is found to be in all respects according to law, and the securities good and sufficient, he shall endorse his approval thereon, have it recorded in the recorder's office, and file the same with the papers of his office; but if the bond is in any respect defective, or of the penalty is insufficient, he shall return it for correction. When the bond shall have been received and filed, the superintendent shall, on demand, deliver to the township treasurer a written statement certifying that his bond has been approved and filed, and that the township treasurer is entitled to the care and custody, on demand, of all moneys, bonds, mortgages, notes and securities, and all books, papers and property of every description belonging to the township.

§ 14. Upon receipt of the amount due the county from the State school fund, the county superintendent shall apportion the same, together with other funds held for distribution, to the townships and parts of townships in his county in which schools have been maintained, as provided by law, according to the number of persons under 21 years of age returned to him, and shall pay the distributive share belonging to each township and fractional township to the respective township treasurers, or other authorized persons, annually: *Provided, however,* that no part of the State or other school fund shall be paid to any township treasurer, or other person authorized to receive it, unless such

treasurer shall have filed his bond, or, if re-elected, shall have renewed his bond and filed the same as required by law.

§ 15. It shall further be the duty of each county superintendent of schools:

First—To execute, upon notice by the county board, a new bond, conditioned and approved as the first bond.

Second—To sell township fund lands, issue certificates of purchase, report to the county board and Auditor of Public Accounts, and perform all other duties pertaining thereto.

Third—To register the names of all applicants for normal school and university scholarships; to hold, or cause to be held, examinations for the same, and to perform such other duties as pertain thereto.

Fourth—To visit each public school in the county at least once a year, noting the methods of instruction, the branches taught, the text-books used, and the discipline, government and general condition of the schools; in the performance of which duty he shall spend at least half his time, and more, if practicable in visiting ungraded schools.

Fifth—To give teachers and school officers such directions in the science, art and methods of teaching, and in regard to courses of study, as he may deem expedient.

Sixth—To act as the official adviser and constant assistant of the school officers and teachers in his county. In the performance of this duty he shall faithfully carry out the advice of the Superintendent of Public Instruction.

Seventh—To conduct a teacher's institute, to aid and encourage the formation of other teachers' meetings, and to assist in their management.

Eighth—To labor in every practicable way to elevate the standard of teaching and improve the condition of the common schools of his county.

Ninth—To examine at least once each year all books, accounts and vouchers of every township treasurer in his county, and, if he finds any irregularities in them, to report the same at once, in writing, to the trustees, whose duty it shall be to take immediately such action as the case demands.

Tenth—To examine all notes, bonds, mortgages, and other evidences of indebtedness which the township treasurer holds officially, and if he finds that the papers are not in proper form, or that the securities are insufficient, he shall so state, in writing, to the board of trustees.

Eleventh—To give notice of the election of trustees in such cases as are specified in section 24 of this Act.

Twelfth—To give notice of any regular or special election as required by section 107 of this Act.

Thirteenth—To investigate and determine all matters pertaining to changes in the boundaries of school districts which may come to him by appeal from the decision of the trustees of schools, and to inform the township treasurer from whom the papers relating to the matter were received of his decision.

Fourteenth—To file and keep all the poll books and returns of elections required to be returned to him and the reports and statements returned by township treasurers and trustees of schools.

Fifteenth—To hold meetings, at least quarterly, for the examination of teachers.

Sixteenth—To grant certificates of qualification to teach to such persons as may be qualified to receive them, and to keep a record of all teachers to whom certificates have been granted, and of all teachers employed in his county.

Seventeenth—To notify the presidents of boards of trustees and the clerks of school districts, on or before September 30, annually, of the amount of money distributed by him to the township treasurer, with the date of distribution.

Eighteenth—To keep in his office a map of his county on a scale of not less than two inches to the mile, and to indicate thereon the boundary lines and number of all school districts. Districts shall be numbered consecutively. In case of the formation of a new district composed of parts of two or more counties, the county superintendents of such counties shall agree upon a number by which such district shall be designated, which number shall not be a duplicate of any number in either of such counties.

Nineteenth—To furnish the township treasurers a list of the districts in their respective townships with the consecutive numbers of the same.

Twentieth—To inspect the plans and specifications for the heating, ventilation, lighting, seating, water supply, toilets and safety against fire for public school rooms and buildings submitted to him by boards of education or boards of directors, and to approve all those which comply substantially with the specifications prepared and published by the Superintendent of Public Instruction.

Twenty-first—To inspect all public schools under his supervision and notify in writing before the first day of April the board of school trustees or other boards exercising similar functions, whether the several schools in their jurisdiction have or have not been kept as required by law.

Twenty-second—To request the State Board of Health, the State Fire Marshal or the State Architect to inspect public school buildings which appear to him to be unsafe, insanitary or unfit for occupancy. It shall be the duty of these officials to inspect such buildings and to state in writing in what particular they are unsafe, insanitary or unfit for occupancy. Upon the receipt of such statement the county superintendent of schools shall condemn the building and notify in writing the board of directors or board of education, stating specifically the reasons for such condemnation. He shall also notify, in writing, the board of school trustees that the school so condemned is not kept as required by law. (As amended by an Act approved June 26, 1915.)

§ 16. The county superintendent shall have power:

First—To require the trustees of each township in his county to make, at any time he may desire, the report provided for in section 36 of this Act.

Second—To recommend to the Superintendent of Public Instruction the remission of the penalty provided for a failure of the trustees of schools to make the report required by law.

Third—To renew teachers' certificates at their expiration by his endorsement thereon.

Fourth—To revoke the certificate of any teacher for immorality, incompetency or other just cause.

Fifth—To direct in what manner township treasurers shall keep their books and accounts.

Sixth—To bring suit against the county collector for failure to pay the amount due upon the Auditor's warrant.

Seventh—To remove any school director from office for willful failure to perform his official duties.

Eighth—To employ, with the approval of the county board, such assistant or assistants as he needs for the full discharge of his duties. Such assistants shall be persons of good attainment, versed in the principles and methods of education, familiar with public school work, and competent to visit schools.

Ninth—To demand of the trustees of schools certified copies of maps and records of school districts as organized. In case of discrepancies or defects in defining the boundaries of school districts the county superintendent, or, in case of a district lying in two or more counties, the county superintendents of such counties acting jointly, shall be authorized to define such boundaries in conformity with what may appear to have been the intention of the trustees of school when such boundaries were established.

§ 17. In all controversies arising under the school law, the opinion and advice of the county superintendent shall first be sought, whence appeal may be taken upon a written statement of facts certified by the county superintendent to the Superintendent of Public Instruction.

§ 18. The county superintendent, upon his removal or resignation, or at the expiration of his term of office, or in case of his death his representatives, shall deliver to his successor in office, on demand, all moneys, books, papers and personal property belonging to the office or subject to the control or disposition of the county superintendent.

TRUSTEES OF SCHOOLS.

§ 19. Each congressional township is hereby established a township for school purposes. When a fractional congressional township contains fewer than two hundred persons under 21 years of age, the trustees of schools, upon petition of a majority of the adult inhabitants of such fractional township, may, by written agreement with the trustees of any adjacent township, consolidate the territory, school funds and other property of such fractional township with such adjacent township. Such territory, school funds and other property shall thereafter be managed by the trustees of such adjacent and consolidated township in accordance with the terms of such agreement, in the manner provided by law. The agreement shall be signed by a majority of the trustees of each township, and filed for record in the office of the county clerk of the county in which such consolidated township, or the greater part thereof, is situated.

§ 20. The school business of the township shall be transacted by three trustees, to be elected by the qualified voters of the township, as hereinafter provided. Such trustees shall be a body politic and corporate, by the name of "trustees of schools of township No.

range No.....," according to the number. Such corporation shall have perpetual existence, with power to sue and be sued, and to plead and be impleaded, in all courts and places where judicial proceedings are had.

§ 21. No person shall be eligible to the office of trustee of schools who is not a resident of the township, and at least 21 years of age. In case there are three or more school districts in a township, no two trustees shall reside, when elected, in the same school district, nor shall a person be eligible to the office of trustee of schools and school director at the same time.

§ 22. The election of trustees of schools shall be held, in townships whose boundaries do not coincide with those of towns, on the second Saturday of April, annually. In townships whose boundaries do coincide with those of towns as established under the township organization laws, the trustee or trustees shall be elected at the same time and in the same manner as town officers. In townships in which no election for school trustees has heretofore been held, or in townships in which from any cause there are no trustees of schools, or in case of a vacancy or vacancies, the election of trustee or trustees of schools may be held on any Saturday. No person shall hereafter be nominated for the office of trustee of schools in townships containing 20,000 inhabitants or over, except by petition signed by at least twenty-five legal voters of the school township in which he is seeking nomination and election filed ten days prior to such election with the township treasurer, or, in case of a first election, with the county clerk. The township treasurer shall, in townships containing 20,000 inhabitants or over, furnish all ballots to be used at the election for trustees, and the name of no candidate shall be printed on such ballots except a petition shall be filed in his behalf as herein provided. (As amended by an Act approved June 23, 1915.)

§ 23. Notice of the election of trustees shall be given by the township treasurer, upon the order of the trustees of schools, or, in case of a first election, by the county clerk, by posting notices, at least ten days previous to the time of such election, in not less than five of the most public places in the township, which notices shall specify the time, place and object of the election, and may be in the following form, to-wit:

NOTICE OF ELECTION.

Notice is hereby given that on Saturday, the.....day of April, 1....., an election will be held at.....for the purpose of electing school trustee... for township No..... Range No..... The polls will be opened at.....o'clock,.....m., and closed at.....o'clock, ...m.

By order of the trustees of schools.

.....
Township Treasurer.

§ 24. If the township treasurer shall fail or refuse to give notice of the regular election of trustees, as required by the foregoing section, and if, in case of a vacancy, the remaining trustee or trustees shall fail or refuse to order an election to fill such vacancy, it shall be the duty of the county superintendent to order such election.

§ 25. If, upon the day appointed for the election of trustees of schools, the trustees or judges shall be of the opinion that, on account

of the small attendance of voters, the public good requires it, or if a majority of the voters present shall desire it, they shall postpone the election until the next Saturday, at the same place and hour, at which time and meeting the voters shall proceed as if it were not a postponed or adjourned meeting: *Provided, however*, that if notice shall not have been given of such election, as required by section 23 of this Act, the election may be ordered and held on any Saturday, notice thereof being given.

§ 26. The time and manner of opening, conducting and closing the election, and the several liabilities appertaining to the judges, clerks and voters, separately and collectively, and the manner of contesting the election, shall be the same as prescribed by the general election laws of this State defining the manner of electing magistrates and constables, so far as applicable, subject to the provisions of this Act.

§ 27. The trustees of schools shall act as judges and choose a clerk of the election. If the trustees, or any of them, shall fail to attend, or refuse to act when present, or if, from any cause, there are no trustees of schools, or not a sufficient number to act as judges, the qualified voters present shall choose from among themselves the number of judges required to open and conduct the election.

§ 28. In townships in which for general elections there are more than two polling places, the trustees shall give notice that polls will be opened for such elections in at least two places; in which case at least one of the trustees shall be assigned to each place, so far as practicable, and additional judges shall be chosen by the qualified voters present: *Provided, however*, that there shall be at least one polling place for each 800 voters in the township.

§ 29. The judges shall return the ballots and original poll books, with a certificate thereon showing the result of election in such precinct, to the treasurer of the township in which the election shall be held, whereupon it shall be the duty of the trustees of schools, within five days after the election, to meet and canvass the returns from each precinct, to make out a certificate showing the number of votes cast for each person in each precinct and in the whole township, and to file the certificate with the county superintendent of schools.

§ 30. Upon the election of trustees of schools, the judges of the election shall, within ten days thereafter, cause a copy of the poll book of the election to be delivered to the county superintendent of schools, with a certificate thereon showing the election of trustees and the names of the persons elected; which copy, with the certificate, shall be filed by the county superintendent and shall be evidence of such election.

§ 31. At the first election of trustees in a newly organized township, the trustees shall, at their first meeting, cast lots for their respective terms of office for one, two and three years; and thereafter one trustee shall be elected annually, at the usual time for electing a trustee of schools, to fill the vacancy occurring. In case of a tie vote, the election shall be determined by lot, on the day of the election, by the judges.

§ 32. At the first regular election of trustees after the passage of this Act, a successor to the trustee whose term of office then expires

shall be elected, and thereafter one trustee shall be elected annually. Such trustees shall continue in office three years.

§ 33. Within ten days after the annual election, the trustees of schools shall organize by appointing one of their number president, who shall hold his office for one year. It shall be the duty of the president to preside at all meetings of the board and to sign the proceedings thereof when recorded. If the president be absent from any meeting, or refuse to perform any of the duties of his office, a president *pro tempore* may be appointed. The president may be removed by the trustees of schools for good and sufficient cause.

§ 34. It shall be the duty of the trustees of schools to hold regular semi-annual meetings on the first Mondays of April and October. Special meetings may be called at any time by the president or by two members. Two members shall constitute a quorum for the transaction of business.

§ 35. At the regular semi-annual meetings on the first Mondays of April and October, the trustees shall ascertain the amount of funds subject to distribution, and shall appropriate and distribute the same as required by this section, and not otherwise. All valid claims shall be paid before distribution, in manner following: First, the compensation of the treasurer; second, the cost of publishing the annual statement; third, the cost of a record book, if any; fourth, the cost of dividing school lands and making plats. The balance shall be apportioned and distributed to the districts and parts of districts in the township in which schools have been kept as required by law during the preceding year ending June 30, according to the number of persons returned under 21 years of age. The funds so distributed shall be credited to the respective districts and parts of districts. When the board of trustees has had notice from the county superintendent of schools that a district has not kept school as required by law, the part of the distributive fund apportioned to such district shall be withheld until the county superintendent has given notice in writing that the requirements of the law have been complied with. The amount withheld shall then be placed to the credit of such district: *Provided*, in cases where the schoolhouses were already in use for school purposes July 1, 1915, and do not comply with the minimum requirements for the health and safety of the pupils as set forth by the Superintendent of Public Instruction, the distributive fund shall not be withheld until after March 1, 1917. (As amended by an Act approved June 26, 1915.)

§ 36. The trustees of schools of each township in this State shall prepare, or cause to be prepared, by the township treasurer, the directors of the several districts, or other person, and forwarded to the county superintendent of the county in which the township lies, on or before the 15th day of July, annually, and at such other times as may be required by the county superintendent of schools, or by the Superintendent of Public Instruction, a statement exhibiting the condition of the schools in their respective townships for the preceding year, commencing on July 1st and ending June 30th, which statement shall be in the form and shall contain the information required by the Superintendent of Public Instruction. Any township from which

such report is not received in the manner and time required by law, shall forfeit its portion of the distributive fund for the next ensuing year.

§ 37. In case a township is divided by a county line or lines, the trustees of schools of such township shall make, or cause to be made, separate enumerations of all statistics and other information required by the Superintendent of Public Instruction, and report the same separately to the several county superintendents; and all parts of such statistical information which cannot practically be reported separately shall be reported to the county superintendent of the county in which the sixteenth section of such township is situated.

§ 38. At each semi-annual meeting, and at such other meetings as they may think proper, the trustees of schools shall examine all books, notes, mortgages, securities, papers, moneys and effects of the corporation, and the accounts and vouchers of the township treasurer, or other township school officer, and shall make such order for their security, preservation, collection, correction of errors, if any, and for their proper dispositions, as may be necessary.

§ 39. The trustees of schools may receive any gifts, grant, donation or devise made for the use of any school or library, or for any other school purpose, within their jurisdiction. They shall be and are hereby invested in their corporate capacity with the title of all school buildings and school sites. All conveyances of real estate made to the trustees of schools shall be made to them in their corporate name, and to their successors in office.

§ 40. When a school site or building has become unnecessary or unsuitable or inconvenient for a school, the trustees of schools, on petition of a majority of the voters of the district, shall sell and convey the same, after giving at least twenty days' notice of such sale, by posting written or printed notices thereof describing the property and the terms of sale, which may be in the following form, to-wit:

NOTICE OF SALE.

Notice is hereby given that on the.....day of....., 1....., the trustees of schools of township No....., Range No....., will sell at public sale, on the premises hereinafter described, between 10:00 o'clock, a. m., and 3:00 o'clock, p. m., the schoolhouse situated on the schoolhouse site known as (here describe the site by its number, commonly known name, or other definite description) and located in the (here describe its place in the section), which sale will be made on the following terms, to-wit: (Here insert as "one-third of the purchase money cash in hand, and the balance in two equal payments, due in one and two years from day of sale, with interest at the rate of.....per cent per annum from date.")

A.....	B.....[Seal]
C.....	D.....[Seal]
E.....	F.....[Seal]

Trustees.

The deed of conveyance shall be executed by the president and clerk, and the proceeds paid to the township treasurer for the benefit of the district.

§ 41. The trustees of schools shall cause all moneys for the use of the township and the districts to be paid to the township treasurer.

§ 42. The trustees of schools shall have power to purchase real estate in satisfaction of any judgment or decree in any action wherein

the trustees or the county superintendent of schools are parties, if, in their opinion, the interests of the township fund will be promoted thereby.

§ 43. The trustees of schools shall have power to make all settlements with persons indebted to them in their official capacity; to receive deeds to real estate in compromise; and to cancel notes, bonds, mortgages, judgments and decrees for the benefit of the township; and their action in the premises shall be valid and binding.

§ 44. The trustees of schools shall have power to lease or sell any lands that may come into their possession in the manner described in either of the two preceding sections. The sale shall be made in the manner provided for the sale of the sixteenth section.

§ 45. The trustees of schools in newly organized townships shall divide the township into school districts to suit the wishes or convenience of a majority of the inhabitants of the township, and shall prepare or cause to be prepared a map of the township, on which the district or districts shall be designated by their respective numbers. The said trustees of schools shall also cause any territory taken from a school district acting under a special charter to be formed and established into a school district to be governed under the general school laws of the State and shall cause such district to be established within thirty days from the time such territory is taken from such district acting under a special charter; and said trustees shall call an election for the purpose of electing directors for such district within ten days after the organization of such district. In case such territory has not sufficient inhabitants and children to establish and maintain a school, the trustees shall have power to annex such territory to an adjoining district or districts. (As amended by an Act approved June 5, 1911.)

§ 46. When such division into districts has been made, the trustees of schools may, in their discretion, at the regular meeting in April, change the boundaries of districts situated wholly within the township, so as:

First—To divide a district into two or more districts, when petitioned by a majority of the legal voters of the district.

Second—To consolidate two or more districts into one district, when petitioned by a majority of the legal voters of each district.

Third—To detach territory from one district and add the same to an adjacent district, when petitioned by a majority of the legal voters of each district; or, when petitioned by two-thirds of the legal voters residing within the territory described in the petition, asking that such territory be detached from one district and added to an adjacent district.

Fourth—To create a new district from territory belonging to two or more districts, when petitioned by a majority of the legal voters of each district; or, when petitioned by two-thirds of the legal voters residing within the territory described in the petition, containing not fewer than ten families, asking that such territory be created into a new district.

Fifth—To create a new district by dividing the territory of an existing district, when petitioned by two-thirds of the legal voters

residing within the territory described in the petition, containing not fewer than ten families, asking that such territory be created into a new district.

§ 47. Changes in the boundaries of districts which lie in separate townships, and of districts formed of parts of two or more townships, may be made at the regular meeting of trustees in April, by the concurrent action of the several boards of trustees in which the district or districts lie, each board being petitioned, as provided in the preceding section of this Act.

§ 48. In school districts, whether operating under this Act or under a special charter, the request for a change of boundary may be submitted to the trustees by vote of the people, instead of by petition. The school directors, when petitioned so to do by twenty-five legal voters of the district, shall submit the question of the change desired to the voters of the district, at a special election called for that purpose, and held at least thirty days prior to the regular April meeting of trustees. If a majority of the votes cast at such election shall be in favor of the change proposed, then, due return of the election having been made to the township treasurer, the trustees of schools shall consider and take action the same as if petitioned therefor by a majority of the legal voters of such district. Such question shall not be so submitted more than once in any year.

§ 49. A majority of the legal voters of a district lying in two or more townships may secure the dissolution of the district by petitioning the trustees of schools of the several townships, at their regular meeting in April, to add the territory belonging to the district in their township to one or more adjacent districts. Upon receipt of such petition, or the returns of the election, in districts containing one thousand or more inhabitants, the trustees of schools of the several townships shall make such disposition of the territory of the district that lies in their township, and they shall jointly make such division of the property of the district between or among the districts to which its territory is attached, as provided in the case of the organization of a new district from a part of another district.

§ 50. If any school district shall, for two consecutive years, fail to maintain a public school as required by law, it shall be the duty of the trustees of schools of the township, or townships, in which such district lies, to attach the territory of such district to one or more adjoining districts; and, in case the territory is added to two or more districts, to divide the property of the district among the districts to which its territory is added, in the manner provided for the division of property in case of the organization of a new district from a part of another district.

§ 51. Any city, township or district in which schools are now managed under any special Act, may, by vote of its electors, cease to control its schools under such special Act, and becomes part of the school township, or townships, in which it is situated. Upon petition of fifty voters of such city, township or district, presented to the board having the control and management of the public schools, it shall be the duty of such board to cause to be submitted to the voters at the next ensuing election to be held in such city, township

or district, the question of "organizing under the general school law." Notice shall be given by posting notices in the five most public places in such city, township or district, at least fifteen days before the date of holding such election, which notices shall be in the following form, to-wit:

NOTICE OF ELECTION.

Notice is hereby given, that on the.....day of....., 1...., an election will be held at....., for the purpose of deciding the question of organizing under the general school law. The polls will be opened at o'clock, ...m., and closed at o'clock, ...m.
(Signed).....

If it shall appear, upon a canvass of the returns, that a majority of the votes cast at such election are in favor of organizing under the general school law, then the board having the control and management of schools in such city, township or district shall give notice of an election to be held on any Saturday thereafter, according to the provisions of this Act, for the purpose of electing a board of directors or board of education, as the case may require; but all subsequent elections shall be held on the third Saturday of April annually.

§ 52. No petition shall be acted upon by the trustees of schools unless such petition shall have been filed with the clerk at least twenty days before the regular meeting in April, nor unless a copy of the petition, with a notice in writing, signed by one or more of the petitioners, shall be delivered by the petitioners, or one of them, at least ten days before the day on which the petition is to be considered, to the president or clerk of the school directors of each district whose boundaries will be changed if the petition is granted. Such notice may be in the following form, to-wit:

NOTICE OF PETITION.

The directors in district No....., in.....county, will take notice that the undersigned and others have made and filed with the trustees of schools their petition, a copy of which is herewith handed to you.
(Signed).....

§ 53. When a petition shall come before the trustees of schools asking for a change in the boundaries of districts, it shall be the duty of the trustees to ascertain whether the foregoing provisions have been strictly complied with. If it shall appear that they, or either of them, have not been complied with, the board shall adjourn, for not longer than four weeks, in order that the foregoing provisions may be complied with. There shall be but one adjournment for such purpose.

§ 54. If it shall appear on the day of the regular meeting, or, in case of adjournment, at the adjourned meeting, that such provisions have been complied with, the trustees shall consider the petition, hear any legal voters of the district or districts affected by the proposed change who may appear to oppose the petition, and shall grant or refuse the prayer of the petitioners without unreasonable delay. After the trustees of schools have considered the petition, no objection shall be raised as to its form, and their action shall be *prima facie* evidence that all requirements have been complied with.

§ 55. The petitioners, or the legal voters who appear to oppose the change of boundaries, shall have the right of appeal to the county superintendent of schools. The appellant shall file with the clerk of

the trustees a written notice of appeal within ten days after final action by the trustees, which notice may be in the following form, to-wit:

NOTICE OF APPEAL.

To the trustees of schools of township No....., Range No....., of county, Illinois:

You are hereby notified that the undersigned will appeal from your decision made on the.....day of....., 1....., granting (or refusing the prayer of the petition in regard to) (here give substance of the petition concerned) to the county superintendent of schools of county, Illinois, as provided by law.

(Signed).....

Township Treasurer.

§ 56. When an appeal is so taken the clerk shall transmit, within five days after the notice of appeal has been filed, all papers in the case, with a transcript of the records of the trustees showing their action thereon, to the county superintendent of schools. The clerk shall take no further action in the matter, except upon the order of the county superintendent, who shall investigate the case, make such change or changes, or refuse to make them, reversing, if need be, the action of the trustees, and give the clerk immediate notice of his decision; and his action shall be final and binding. If the changes asked by the petitioners be made by the county superintendent, he shall notify, in writing, the clerk by whom the papers in the case were transmitted to him, of his action, and the clerk shall thereupon make a record of the same, and shall, within ten days thereafter, make a copy of the same, and a map of the township showing the districts, and an accurate list of the taxpayers of the newly arranged districts, and deliver them to the county clerk for filing and record by him, the same as if the changes had been ordered by the trustees.

§ 57. In all cases in which the district affected by a proposed change of boundaries is divided by a county line or lines, the appeal may be taken to the county superintendent of schools of any one of the counties in which the district is partly located; and upon appeal being taken in any such case, the county superintendent of schools to whom such appeal is taken shall forthwith give notice to the county superintendent or superintendents of schools of the other county or counties of the pendency of such appeal, and of the time and place and where it shall be heard; and the county superintendents of schools of the counties in which the district is located shall meet at such time and place, and together hear and determine the appeal. In case the county superintendents shall be unable to arrive at an agreement, the county judge of the county in which such appeal is pending shall become a member of the board of appeal, by which the appeal shall thereupon be heard and determined. The county superintendent of schools to whom such appeal is taken shall at once notify, in writing, the clerk by whom the papers in the case were transmitted to him, of the action taken on such appeal, as hereinafter provided.

§ 58. When a change in boundaries is made by the trustees of schools, and no appeal is taken, the clerk shall make and file with the county clerk for record, within twenty days of the action of the trustees, a copy of the record of such action, certified by the president and the clerk, together with a map of the township showing the districts, and a list of the taxpayers of the newly organized districts.

§ 59. In case any territory shall be set off from a district that has a bonded debt, the change not being petitioned for by a majority of the legal voters of the district, such original district shall remain liable for the payment of such bonded debt, as if not divided. The directors of the original district, and the directors of the district into which the territory taken from such original district has been incorporated, shall constitute a joint board for the purpose of determining and certifying, and they shall determine and certify, to the county clerk the amount of tax required yearly for the purpose of paying the interest and principal of such bonded debt, which tax shall be extended by the county clerk against all property embraced within the original district as if it had not been divided.

§ 60. When the trustees of schools shall organize a new district, it shall be the duty of the clerk of the trustees of schools, if no appeal is taken, to order within fifteen days after the action of the trustees, an election, to be held at a convenient time and place within the boundaries of such newly organized district, for three school directors, notice being given by the township treasurer, who shall post notices of such election in at least three prominent places in the district, at least ten days prior to the time appointed for holding such election, which notices shall specify the place where such election is to be held, the time for opening and closing the polls, and the object of the election, and may be in the following form, to-wit:

NOTICE OF ELECTION.

Notice is hereby given, that on the.....day of....., 1....., an election will be held at.....for the purpose of electing three school directors for the new district known as district No..... in.....county, Illinois. The polls will be open at.....o'clock m., and closed at o'clock, ...m.

By order of the trustees of schools.

(Signed).....
Township Treasurer.

§ 61. At the time appointed for opening the polls for such election, the qualified voters present, five of whom shall constitute a quorum, shall appoint two of their number to act as judges and one as clerk. The election, in all other respects, shall be conducted as other elections of school directors.

§ 62. Within ten days after the election the directors shall meet at a convenient time and place previously agreed upon by them, and organize by appointing one of their number president and another of their number clerk. At this meeting of the directors they shall cast lots for their terms of office for one, two and three years, respectively.

§ 63. In case a new district is organized by the action of the county superintendent, the clerk of the trustees of schools shall, within five days after he has received notice of the action of the county superintendent on the appeal, order an election of directors in the new district the same as if the change had been made by the trustees, and such election shall be held in the same manner as the election provided for when the trustees have formed a new district.

§ 64. When a new district has been formed by the trustees, or by the county superintendent or county superintendents, from a part of a district or parts of two or more districts, the trustees of the township

or townships concerned shall make forthwith a distribution of tax funds, or other funds in the hands of the treasurer, or to which the district may, at the time of such division, be entitled, so that the old and new districts shall receive parts of such funds in proportion to the amount of taxes collected next preceding such division from the taxable property in the territory composing the several districts. If the new districts be composed of parts of two or more districts, the trustees shall make distribution of such funds between the new district and the old districts respectively, so that the new district shall receive a distribution of the funds of each of the old districts in the proportion which the amount of taxes collected from the property in the territory of the new district bears to the whole taxes collected next before the division in the old district; and the township treasurer shall forthwith place the sum so distributed to the credit of the respective districts, and shall immediately place the proportion of the funds to which the new district may be entitled to its credit on his books, and the funds on hand shall be subject at once to the order of the directors of the new district, and those not on hand as soon as collected.

§ 65. When a new district is created, or within thirty days thereafter, the trustees of the township or townships concerned shall appoint three appraisers, who shall not be residents of the township or townships interested. It shall be the duty of such appraisers, within thirty days after their appointment, to appraise the school property, real and personal, of the district or districts interested, at their fair cash value. Within thirty days after such appraisalment, the trustees of the township or townships concerned shall charge the property to the district in which it may be found, and credit the other districts interested with its proportion of such valuation: *Provided, however,* that the *bona fide* debts of the old district shall first be deducted and the balance charged and credited as aforesaid; and the trustees shall direct the treasurer to place to the credit of the district not retaining such property, its proportion of the value thereof, and of the funds then on hand, or subsequently to accrue, belonging to the district to which such property is charged.

§ 66. The trustees of schools, elected as provided by this Act, shall be the successors to the trustees of schools elected in townships under the provisions of "An Act to establish and maintain a system of free schools," approved May 21, 1889. All rights of property, and rights and causes of action existing or vested in the trustees of schools elected, as aforesaid, for the use of the inhabitants of the township, or any part of them, shall vest in the trustees of schools elected under this Act, as successors, in as complete a manner as was vested in the trustees of schools elected as aforesaid.

TOWNSHIP TREASURER.

§ 67. Within ten days after the annual election of trustees of schools in 1910, and biennially thereafter, the trustees of schools shall elect a treasurer who shall be *ex officio* clerk of the board, and shall hold his office for two years. The treasurer shall be a resident of the township, but not a trustee or director. It shall be his duty to attend

all meetings and keep a record of the official proceedings of the trustees of schools. Such record shall be open to the inspection of any person interested. All proceedings, when recorded, shall be signed by the president and the clerk. If the clerk shall be absent, or refuse to perform any of the duties of his office, a clerk *pro tempore* may be appointed. For good and sufficient cause the treasurer may be removed from office by the trustees of schools. In case of a vacancy the trustees of schools shall elect a treasurer for the unexpired term.

§ 68. Before entering upon his duties, the township treasurer shall execute a bond with two or more freeholders, who shall not be trustees as securities, payable to the trustees of schools and conditioned upon the faithful discharge of his duties. The penalty of such bond shall be at least twice the amount of all bonds, notes, mortgages, moneys and effects of which he is to have the custody, and shall be increased from time to time, as the increase of the amount of notes, bonds, mortgages and effects may require, and whenever in the judgment of the trustees or county superintendent the security is insufficient. Such bond shall be approved by at least a majority of the trustees, be delivered by one of them to the county superintendent of schools, and shall be in the following form, to-wit:

STATE OF ILLINOIS, }
.....COUNTY. } ss.

Know All Men by These Presents: That we, A B, C D, and E F, are held and firmly bound, jointly and severally, unto the board of trustees of township....., Range....., in said county, in the penal sum of dollars, for the payment of which we bind ourselves, our heirs, executors and administrators firmly by these presents.

In witness whereof we have hereunto set our hands and seals this..... day of....., 1..... The condition of this obligation is such that if A B, treasurer of township....., Range....., in the county, aforesaid, shall faithfully discharge the duties of his office, according to law, and shall deliver to his successor in office, after such successor shall have qualified by giving bond as provided by law, all moneys, books, papers, securities and property which shall come into his hands or control, as such township treasurer, from the date of his bond up to the time that his successor shall have qualified as township treasurer, by giving such bond as shall be required by law, then this obligation to be void; otherwise to remain in full force and virtue.

A.....	B.....[Seal]
C.....	D.....[Seal]
E.....	F.....[Seal]

Approved and accepted by:

G.....	H.....[Seal]
I.....	J.....[Seal]
K.....	L.....[Seal]

Trustees.

§ 69. The township treasurer shall receive in full, for his services, a compensation to be fixed, prior to his election, by the trustees of schools.

§ 70. The township treasurer shall be provided by the trustees of schools with a cash book, a loan book, a district account book and a journal. In the cash book he shall enter in separate accounts all moneys received and moneys paid out, with the amount, date, from whom, to whom, and on what account received or paid out; or, if loaned, the date, to whom, and the amount. Moneys received shall be charged to debit

account, and money paid out shall be credited as follows: First, to the principal of the township fund; second, to the interest of the township fund; third, to the common school fund and other funds; fourth, to the taxes received from the county or town collector, and for what districts received; fifth, donations; sixth, moneys coming from all other sources; in all cases entering the date when received, and when paid out. In the loan book he shall enter a record of all school funds loaned, with the amount, to whom, date, time, when due, and the rate of interest, the interest paid, and a description of the securities. In the district account book he shall post from the cash book all receipts and expenditures on account of any district, with the amount, date, from or to whom, and from what sources and for what purposes. In the journal he shall record at length the acts and proceedings of the trustees of schools, their orders, by-laws and resolutions. The township treasurer shall arrange and keep his accounts in such manner as may be directed by the Superintendent of Public Instruction, the county superintendent of schools or the trustees of schools; and they shall be subject at all times to the inspection of the trustees, the directors or other persons authorized by this Act, or of any committee appointed by the voters of the township at the annual election of trustees to examine the same.

§ 71. The township treasurer shall be the only lawful depository and custodian of all township and district school funds, and shall demand, receipt for and safely keep, according to law, all bonds, mortgages, notes, moneys, effects, books and papers of every description belonging to his township.

§ 72. The township treasurer shall keep the principal of the township fund loaned at interest. The rate of interest, which shall not be less than 4 per cent, nor more than 7 per cent, per annum, payable annually, shall be determined by a majority of the trustees of schools at any regular or special meeting. No loan shall be made for less than one year nor more than five years. All loans shall be secured by mortgage on unincumbered realty situated in this State, worth at least 50 per cent more than the amount loaned, with a condition that in case additional security shall be required at any time it shall be given, to the satisfaction of the trustees of schools. In estimating the value of realty mortgaged to secure the payment of money loaned, the value of improvements liable to be destroyed may be included; but in such case the improvements shall be insured for their insurable value in a responsible insurance company or companies, and the policy or policies shall be transferred to the trustees of schools as additional security, and shall be kept so insured until the loan is paid. Nothing herein shall prevent the township treasurer from investing the principal of the township fund in bonds issued by the State, the Sanitary District of Chicago, counties, townships and cities in this State, and bonds issued by school directors pursuant to section 195 of this Act. When school funds are held by the treasurer of a district created by any special Act, such funds shall be invested according to the provisions of this section.

§ 73. Mortgages to secure the payment of money loaned under the provision of this Act may be in the following form, to-wit:

I, A B, of the county of, State of, do hereby grant, convey and transfer to the trustees of schools of township No., range No., in the county of, and State of

Illinois, for the use of the inhabitants of said township, the following described real estate, to-wit: (Here insert premises), which real estate I declare to be in mortgage for the payment of..... dollars loaned to me and for the payment of all interest that may accrue thereon, to be computed at the rate of.....per cent per annum until paid. And I do hereby covenant to pay the above sum of money in.....years from the date hereof, and to pay the interest on the same annually, at the rate aforesaid. I further covenant that I have a good and valid title to said estate, and that the same is free from all incumbrance, and that I will pay all taxes and assessments which may be levied on said estate, and that I will give any additional security that may at any time be required in writing by the board of trustees; and if said estate be sold to pay said debt or any part thereof, or for any failure or refusal to comply with or perform the conditions or covenants herein contained, I will deliver immediate possession of the premises. And it is further agreed by and between the parties, in case a bill is filed in any court to foreclose this mortgage for nonpayment of either principal or interest, that the mortgagor will pay a reasonable solicitor's fee, and the same shall be included in the decree and be taxed as costs; and we, A B, and C, wife of A. B, hereby release all right to the said premises which we may have by virtue of any homestead laws of this State, and in consideration of the premises, C, wife of A B, doth hereby release to said board all her right and title of dower in the aforegranted premises for the purpose aforesaid.

In testimony whereof, we have hereunder set our hands and seals this.....day of....., 1....

A.....B.....[Seal.]
C.....D.....[Seal.]

Which mortgage shall be acknowledged and recorded as is required by law for other conveyances of real estate; the mortgagor paying the expenses of acknowledgment and recording.

§ 74. If default be made in the interest due upon money loaned by any township treasurer, or in the payment of the principal, interest at the rate of 12 per cent per annum shall be charged upon the principal and interest from the day of default, which interest shall be included in the assessment of damages, or in the judgment in the suit or action brought upon the obligation to enforce payment thereof, and interest at the rate of 12 per cent per annum may be recovered in an action brought to recover interest only. The township treasurer is hereby empowered to bring appropriate actions in the name of the trustees for the recovery of the interest, when due and unpaid, without suing for the principal, in whatever form secured.

§ 75. In all cases in which the trustees of schools shall require additional security for the payment of money loaned, and such security shall not be given, the township treasurer shall cause suit to be instituted for the recovery of the principal and accrued interest to the date of judgment. Proof shall be made of such requisition.

§ 76. Bonds, mortgages, notes and other securities taken for money or other property due, or to become due, to the trustees of schools for the township, shall be made payable to them in their cor-

porate name; and in such name, suits, actions and complaints, and every description of legal proceedings may be had for the recovery of money, breach of contracts and for every legal liability which may at any time arise or exist, or upon which a right of action shall accrue to the use of such corporation.

§ 77. On or before the 30th day of June, annually, the township treasurer shall deliver to the county superintendent of schools a statement, verified by his affidavit, showing the exact condition of the township funds. Such statement shall contain a description of all bonds, mortgage, notes and other securities held as principal of the township fund, giving names, dates, amounts, rates of interest, when due, and other data necessary to a full understanding of the condition of the funds.

§ 78. On the first Mondays in April and October of each year the township treasurer shall submit to the trustees of schools a statement showing the amounts of interest, rents, issues and profits on township lands and funds, that have accrued since their last regular meeting, and also the amount of distributive funds on hand. He shall submit also to the trustees for their examination all books, mortgages, bonds, notes and other evidences of indebtedness held by him as treasurer of the township, and shall make such other statements touching the duties of his office as the trustees may require.

§ 79. The township treasurer shall present to the trustees of schools, at their meeting following the annual election, a complete exhibit of the fiscal affairs of the township, and of the several districts or parts of districts in the township, showing the receipts of money, the sources from which they have been derived, the deficit and delinquencies, if there be any, and the cause of them, and also a classified statement of moneys paid out, and the amount of obligations remaining unpaid.

§ 80. The township treasurer shall, within two days after the first Monday of April, and on July 15, annually, prepare for each district or part of district in the township a statement or exhibit of the exact condition of the account of such district or part of district, as shown by his books on April 1 and June 30 of each year. Such statement or exhibit shall show the balance on hand at the time of making the last exhibit, the amount since received, when and from what sources; and also the amount paid out during that time, to whom paid, and for what purpose, and the statement shall be balanced, and the balance shown. It shall be the duty of the treasurer to comply with any lawful demand the trustees may make as to the verification of any balance reported by the treasurer to be on hand. The exhibit shall be subscribed and sworn to by the treasurer before any officer authorized to administer an oath, and shall be without delay, delivered or transmitted by mail to the clerk of the proper district.

§ 81. The township treasurer shall pay out no funds of any school district except upon an order of the board of directors, signed by the president and clerk, or by a majority of the board. When an order issued for the wages of a teacher is presented to the treasurer and is not paid for want of funds, the treasurer shall endorse it over his signature, "not paid for want of funds," with the date of presentation, and shall make and keep a record of such endorsement. Such order

shall thereafter draw interest at the legal rate until paid, or until the treasurer shall notify the clerk, in writing, that he has funds to pay such order, and the treasurer shall make and keep a record of such notes, and hold the funds necessary to pay such order until it is presented. Such order shall draw no interest after notice is given to the clerk.

§ 82. It shall also be the duty of the township treasurer :

First—To return to the county clerk, on or before the second Monday of August in each year, the certificate of tax levy made by each board of school directors in his township.

Second—To pay all lawful orders issued by the directors of any district in his township.

Third—To collect from the township and county collectors the full amount of taxes levied by the directors in his township.

Fourth—To examine the official records of each district in the township on the first Mondays in April and October of each year.

Fifth—To keep a record account between districts when pupils are transferred from one district to another.

Sixth—To give notice of the election of trustees, and in case of the formation of a new school district, of the election of school directors.

Seventh—To give notice of any regular or special district election when the directors fail or refuse to do so.

Eighth—To publish in some newspaper of his county an annual statement of the finances of the township.

Ninth—To file all poll books and returns of election delivered to him under the provisions of this Act.

§ 83. When a district is composed of parts of two or more townships, any treasurer not authorized to receive the taxes of such district shall notify the directors of the amount of funds held by him to the credit of such district, and the directors shall thereupon give the proper treasurer an order for such funds.

§ 84. The township treasurer, at the expiration of his term of office, or upon his removal or resignation, or in case of his death his representatives shall deliver to his successor all moneys, books, mortgages, notes and securities, and all papers and documents of every description in which the corporation has any lawful interest.

TOWNSHIP HIGH SCHOOLS.

§ 85. Upon the receipt of a petition signed by at least fifty legal voters of any school township, it shall be the duty of the treasurer to give notice of an election to be held at the next regular election of trustees for the purpose of voting "for" or "against" the proposition to establish a township high school. Notice of such election shall be posted in at least ten of the most public places throughout the township for at least ten days before the day of such regular election, and may be in the following form:

NOTICE OF ELECTION.

Notice is hereby given that on Saturday, the.....day of April, 19...., an election will be held at.....for the purpose of voting "for" or "against" the proposition to establish a township

high school for the benefit of township number , range number
The polls will be opened at o'clock m., and closed at
o'clock m.

A B
Township Treasurer.

The trustees of schools shall conduct the election, canvass and declare the result. The ballots shall be in substantially the following form, to-wit:

For the establishment of a township high school.	
Against the establishment of a township high school.	

The voter shall make an X or cross mark in the square following and opposite the proposition favored, and the ballot shall be so counted. (As amended by an Act approved June 6, 1911.)

§ 86. If a majority of the votes cast shall be in favor of establishing a township high school it shall be the duty of the treasurer to call a special election on any Saturday within sixty days for the purpose of electing a township high school board of education, to consist of five members, notice of which election shall be given for the same time and in the same manner as provided in the election of trustees of schools. The members elected shall determine by lot, at their first meeting, the length of term each is to serve. Two of the members shall serve for one year, two for two years and one for three years from the second Saturday of April next preceding their election. At the expiration of the term of office of any member or members, a successor or successors shall be elected, each of whom shall serve for three years, which subsequent election shall be held on the second Saturday in April. In case of a vacancy the board of education shall call an election without delay, to be held on any Saturday. Within ten days after their election the members of the township high school board of education shall meet and organize by electing one of their number president, and by electing a secretary. It shall be the duty of such high school board of education to establish, at some central point most convenient to a majority of the pupils of the township, a high school for the education of the more advanced pupils. (As amended by an Act approved June 6, 1911.)

§ 87. Two or more adjoining townships, or two or more adjoining school districts, whether in the same or different townships, may, upon petition of at least fifty legal voters in each of the townships or school districts, or if a school district contains fewer than 150 voters, then by at least one-third of the legal voters of such district, and upon an affirmative vote in each of such townships or districts, at an election held pursuant to the provisions of section 85 of this Act, establish and maintain in the manner provided for township high schools, a high school for the benefit of the inhabitants of the territory described in such petition.

§ 88. The inhabitants of any territory composed of parts of adjoining townships may create such territory into a high school district

by a petition signed by at least 50 legal voters and an affirmative vote in such territory, and may elect a board of education therefor, as in other high school districts. When part of a township has been included in any high school district pursuant to any of the provisions of this Act, the remainder of such township, not included in any high school district, shall constitute a township for high school purposes. (As amended by an Act approved June 5, 1911.).

§ 89. Any school district having a population of two thousand inhabitants or more may, in the manner herein provided for establishing and maintaining a township high school, establish and maintain a high school for the benefit of the inhabitants of such school district, and elect a board of education therefor with the same powers conferred on township high school boards of education. The territory of such district when so organized for high school purposes shall constitute a high school district for high school purposes distinct and separate from the common school district having the same boundaries, and the high school board of education of such high school district shall have the same power to levy taxes and establish and maintain high schools as township high school boards of education organized under this Act possess, and such taxes shall be in addition to the taxes authorized to be levied by section 189 of this Act. All school districts which have heretofore organized under this section, elected a high school board of education, and are maintaining a high school, shall be regarded as high school districts distinct and separate from the common school district having the same boundaries, and the high school board of education of such high school district shall have the same power of taxation as township high school boards of education organized under this Act. A township or part of a township in which there is no township high school may be annexed to an adjacent high school district organized under this section in the same manner as near as may be as is provided in sections 94, 95 and 96 of this Act for the annexation of territory to a township in which a high school has been established.

§ 90. When any city in this State having a population of not less than one thousand and not exceeding one hundred thousand inhabitants lies within two or more townships, that township in which a majority of the inhabitants of the city reside shall, with the city, constitute under this Act a school township for high school purposes.

§ 91. For the purpose of building schoolhouses, supporting the school and paying other necessary expenses, the territory for the benefit of which a high school is established under any of the provisions of this Act, shall be regarded as a school district, and the board of education thereof shall, in all respects, have the power and discharge the duties of school directors, for such district: *Provided, however,* that in all elections called under the provisions of this Act for voting on any one or more of the following propositions, to-wit: To purchase or locate a schoolhouse site; to purchase, build or move a schoolhouse, or to levy a tax to extend schools beyond nine months, or to borrow money; that said board of education shall have the power to establish a suitable number of voting precincts for the accommodation of voters of the district in which said election is held, and they shall fix the boundaries of said precincts, and designate one polling place in each,

and said precincts shall be composed of contiguous territory in as compact form as may be for the convenience of the electors voting therein; the said board shall appoint two judges and one clerk for each polling place, assigning so far as practicable, at least one member of such board to each polling place. Notice of all such elections shall be in the form now prescribed by law and be posted by the said board of education in at least three of the most public places in each of said voting precincts at least ten days previous to the day of election. (As amended by an Act approved June 26, 1913.)

§ 92. When any district desires to discontinue the high school, the treasurer, upon petition of a majority of the legal voters of the district filed at least fifteen days preceding the regular election of trustees of schools with the treasurer of such district, shall give notice of an election, to be held on the day of the regular election of trustees, for the purpose of voting "for" or "against" the proposition to discontinue the township high school, which notice shall be given in the same manner and for the same length of time, and in substantially the same form, as the notice provided for in section 85 of this Act. The ballots for such election shall be canvassed in the manner provided for in section 85 of this Act. If a majority of the votes cast at such election shall be in favor of discontinuing the high school, the trustees of schools shall surrender the assets of the high school to the district fund of the township or townships interested in proportion of the assessed valuation of the townships or parts of the townships comprising such district.

§ 93. When any township in any county under township organization shall contain two political towns divided by a navigable stream as recognized by the United States, each of which shall contain a city of not less than one thousand nor more than one hundred thousand inhabitants, each town shall constitute a township under this Act for high school purposes.

§ 94. A township or part of a township in which there is no township high school may be annexed, in the manner hereinafter provided, to an adjacent township in which a township high school has been established. Upon petition of 5 per cent of the legal voters of the territory to be annexed, and of the township to which annexation is desired, filed with the treasurers of the respective townships at least fifteen days preceding the regular election of trustees of schools, the respective treasurers shall give notice to the voters concerned that an election for or against annexing the township, or part of a township, as the case may be, will be held at the next regular election of trustees of schools in each township, by posting notices of such election in at least ten of the most public places in the territory to be annexed, and in the adjacent township at least ten days before the date of such regular election. Such notice may be in the following form, to-wit:

HIGH SCHOOL ANNEXATION.

Notice is hereby given that on Saturday, the.....day of April, 1...., an election will be held at.....for the purpose of voting "for" or "against" the proposition to annex for township high school purposes the following territory, to-wit: (Here insert the number and range of the township when the whole of the township is to be annexed, or when part

of a township is to be annexed insert the said part of said township), to township number....., range number..... (Township having an established high school).

The polls will be opened at.....o'clock.....m., and closed at.....o'clock.....m.

A..... B.....
Treasurer.

When less than the whole of a township is to be annexed, only the voters in the territory to be annexed shall have the right to vote, and the trustees of schools shall provide a voting place for that territory and the judges and clerks of such election.

§ 95. If petitions request the township treasurers, respectively, to submit said questions at a special election, it shall be the duty of the township treasurers to call the respective elections, as provided in the foregoing sections, for some day and hour not exceeding thirty days from the date of the filing of the petition; and to give at least ten days' notice of the election, in which event the polls of the election shall be open in at least two polling places and for at least four consecutive hours, and the polling places in the respective townships shall be designated and fixed by the treasurers respectively. If a majority of the votes cast in the township having an established high school, and a majority of the votes cast in the territory to be annexed, shall be in favor of the proposition, the township or territory, as the case may be shall be and become so annexed, and the property in such township or territory shall thereafter be subject to taxation for the support and maintenance of the township high school, including the payment of any bonded indebtedness of such township high school, and interest thereon thereafter falling due, as fully and to the same extent as is provided by law for the levying of taxes upon property for the support and maintenance of township high schools. The taxes collected from such township or territory annexed for the support and maintenance of a township high school shall be paid by the officer collecting the same to the township treasurer of the township having the established high school.

§ 96. Such election shall be held in the manner provided by law for the holding of elections for township trustees of schools, and the ballots of such election shall be canvassed, and the returns thereof made as in other school elections. If a majority of the votes cast shall be in favor of the proposition, it shall be the duty of the township treasurer of the township which is annexed, or part thereof, as the case may be, to file a certificate with the county clerk of the county in which such township is located, or if such township is situated in more than one county, with the respective clerks of such counties, certifying to the territory so annexed and giving a description thereof.

§ 97. Upon the petition of not less than fifty voters of any high school district, filed with the township treasurer at least fifteen days preceding the regular election of members of the board of education for such high school district, it shall be the duty of the treasurer to notify the voters of such district that an election "for" or "against" the establishment of a manual training department for such high school will be held at the next annual election of the board of education by posting notices of such election in at least ten of the most public places

throughout the township for at least ten days before the day of such regular election, which notice may be in the following form, to-wit:

HIGH SCHOOL ELECTION.

Notice is hereby given that on Saturday, the.....day of April, 1....., an election will be held at....., for the purpose of voting "for" or "against" the proposition to establish a manual training department for the high school in township No....., range..... The polls will be opened at.....o'clock.....m., and closed at.....o'clock.....m.

.....
Township Treasurer.

The ballots for such election shall be canvassed as in other elections, and may have on them the names of the persons voted for at such election. If a majority of the votes cast shall be in favor of establishing a manual training department for the high school in such district, it shall be the duty of the board of education to establish and maintain therein such department as a part of the high school.

COUNTY NORMAL SCHOOLS.

§ 98. In each county adopting township organization, the board of supervisors, and in other counties the county court, may establish a county normal school for the purpose of fitting teachers for the common schools. They shall be authorized to levy taxes and appropriate moneys for the support of said schools, and also for the purchase of necessary grounds and buildings, furniture, apparatus, etc., and to hold and acquire, by gift or purchase, either from individuals or corporations, any real estate, buildings or other property, for the use of said schools, said taxes to be levied and collected as all other county taxes: *Provided, however,* that in counties not under township organization, county courts shall not be authorized to proceed under the provisions of this Act until the subject shall have been submitted to a vote of the People, at a general election, and it shall appear that a majority of all the votes cast on the subject, at said election, shall be in favor of the establishment of a county normal school. The ballots used in voting on this subject may read: "For a county normal school," or "against a county normal school."

§ 99. The management and control of said school shall be in a county board of education, consisting of not less than five nor more than eight persons, of which board the chairman of the board of supervisors, or the judge of the county court, as the case may be, and the county superintendent of schools, shall be *ex officio* members. The other members shall be chosen by the board of supervisors or county court, and shall hold their offices for a term of three years. But at the first election one-third shall be chosen for one year, one-third for two years, and one-third for three years, and thereafter one-third shall be elected annually. Said election shall be held at the annual meeting of the board of supervisors in September, or at the September term of the county court, as the case may be.

§ 100. Said board of education shall have power to hire teachers, and to make and enforce all needful rules and regulations for the management of said schools. A majority of the board shall constitute a quorum for the transaction of business, and a meeting of the board may be called at any time by the president or secretary, or by any three

of the members thereof. Said board shall proceed to organize within twenty days after their appointment, by electing a president, who shall hold his office for one year. The county superintendent shall be *ex officio* secretary of the board. Said board shall make to the board of supervisors at their annual meeting in September, or to the county court at the September term, as the case may be, a full report of the condition and expenditures of said county normal school, together with an estimate of the expenses of said school for the ensuing year.

§ 101. Two or more counties may unite in establishing a normal school, in which case the per cent of tax levied for the support of said school shall be the same in each county.

§ 102. In all counties that have already established normal schools, the action of the board of supervisors in so doing, and all appropriations made by them for their support, are hereby legalized, and said board of supervisors are hereby authorized and empowered to make further appropriations for the support of such school already established, until such schools have been established under the previous sections of this Act.

SCHOOL DIRECTORS.

§ 103. In all school districts having a population of fewer than one thousand inhabitants, and not governed by any special Act, there shall be elected a board of directors to consist of three members.

§ 104. The directors of each district shall be a body politic and corporate, by the name of "school directors of district No. . . . county of and State of Illinois," and by that name may sue and be sued in all courts and places where judicial proceedings are had.

§ 105. Any person not a treasurer, or a trustee of schools, who has attained to the age of 21 years, who is a resident of the school district and able to read and write the English language, shall be eligible to the office of school director.

§ 106. The annual election of school directors shall be on the third Saturday of April. At the first regular election of directors after the passage of this Act, a successor to the director whose term of office then expires shall be elected, and thereafter one director shall be elected in each district, annually, who shall hold his office for three years. When vacancies occur by removal from the district or otherwise, the remaining director or directors shall, without delay, order an election to fill such vacancies, which election shall be held on Saturday.

§ 107. Notice of all elections in organized districts shall be given by the directors at least ten days previous to the day of election. Such notice shall be posted in at least three of the most public places in the district, shall specify the place where such election is to be held, the time of opening and closing the polls, and the question or questions to be submitted, and may be in the following form, to-wit:

NOTICE OF ELECTION.

Notice is hereby given that on Saturday, the day of April, 1 , an election will be held at , for the purpose of electing

.....school director.....for the district No....., in
county. The polls will be opened at.....o'clock.....m.,
 and closed at.....o'clock.....m.

Dated this.....day of....., 1....

A..... B.....President.
 C..... D.....Clerk.

Should the directors fail or refuse to order any regular or special election, it shall be the duty of the township treasurer, or if the township treasurer fails to do so, of the county superintendent, to order such election within ten days.

§ 108. Two of the directors ordering an election shall act as judges, and one as clerk. If the directors, or any of them, shall fail to attend an election, or shall refuse to act when present, and in elections to fill vacancies, the legal voters assembled shall choose such additional members as may be necessary to act as judges and clerk of the election. If the directors or judges shall be of the opinion that on account of the small attendance of voters the public good requires it, or if a majority of the voters present desire it, they shall postpone the election until the next Saturday, at the same time and place. If notice shall not have been given as required, the election shall be held on any Saturday, notice being given as required by law. In case of a tie, the judges shall decide the vote by lot on the day of election.

§ 109. Within ten days after the election, the judges shall cause the poll book to be delivered to the township treasurer, with a certificate showing the election of directors and the names of the persons elected; which poll book shall be filed by the treasurer, and shall be evidence of the election. In a district divided by a township line the poll books shall be returned to the treasurer who receives the taxes of the district.

§ 110. Within ten days after the annual election, the directors shall meet and organize by appointing one of their number president, and another of their number clerk. The clerk shall at once report to the proper treasurer or treasurers the names of the president and clerk so appointed.

§ 111. The directors shall hold regular meetings at such times as they may designate, and special meetings at the call of the president or any two members. No official business shall be transacted by the directors except at a regular or a special meeting. Two directors shall constitute a quorum for the transaction of business. If the president or clerk be absent from any meeting, or refuse to perform his official duties, a president or clerk *pro tempore* shall be appointed.

§ 112. The clerk shall keep in a punctual, orderly and reliable manner, a record of the official acts of the board which shall be signed by the president and the clerk, and submitted to the township treasurer for his inspection and approved on the first Mondays of April and October, and at such other times as the treasurer may require. On all questions involving the expenditure of money, the yeas and nays shall be taken and entered on the records of the proceedings of the board.

§ 113. On or before the seventh day of July, annually, the clerk shall report to the treasurer having the custody of the funds of his district, such statistics and other information in relation to the schools

of his district as the treasurer is required to include in his report to the county superintendent of schools.

§ 114. The board of directors shall have the following additional duties:

First—To make, at the annual election of directors, to the voters there present, a detailed report of receipts and expenditures, and transmit a copy of the same within five days to the township treasurer.

Second—To report to the county superintendent within ten days the names of all teachers employed, with the dates of the beginning and end of their contracts.

Third—To provide for the revenue necessary to maintain schools in their districts.

Fourth—To determine, in case of a district composed of parts of two or more townships, which treasurer is to receive the taxes of the district, and to notify the collectors in writing accordingly.

Fifth—To adopt and enforce all necessary rules and regulations for the management and government of the public schools of their district.

Sixth—To visit and inspect the public schools as the good of the schools may require.

Seventh—To appoint all teachers and fix the amount of their salaries.

Eighth—To direct what branches of study shall be taught, what textbooks and apparatus shall be used, and to enforce uniformity of textbooks in the public schools; but they shall not permit books to be changed oftener than once in four years.

Ninth—To establish and keep in operation for at least seven months in each year, and longer if practicable, a sufficient number of free schools for the accommodation of all persons in the district over the age of 6 and under 21 years and to secure for all such persons the right and opportunity to an equal education in such schools.

Tenth—To purchase, at the expense of the district, a sufficient number of textbooks used to supply children whose parents are unable to buy them. Such textbooks shall be loaned only, and the directors shall require the teacher to see that they are properly cared for and returned at the end of each term of school.

Eleventh—To deliver to the township treasurer on or before the seventh day of July, annually, all teachers' schedules made and certified as required by law.

Twelfth—To pay no public money to any teacher unless such teacher at the time of his or her employment shall have held a certificate of qualification obtained under the provisions of this Act, and shall have kept and furnished schedules as required by this Act, and shall have satisfactorily accounted for books, apparatus and other property of the district that he may have taken in charge.

Thirteenth—To cause a copy of the township treasurers' report of the financial condition of the district to be entered upon the records of the district, and to post the same at the front door of the building where the annual election of directors is held. (As amended by an Act approved June 26, 1915.)

§ 115. The board of school directors shall be clothed with the following powers:

First—To purchase a suitable book for their records.

Second—To allow the clerk a reasonable compensation for his services, payable out of the money not otherwise appropriated.

Third—To dismiss a teacher for incompetency, cruelty, negligence, immorality or other sufficient cause.

Fourth—To assign pupils to the several schools in the district; to admit nonresident pupils when it can be done without prejudice to the rights of resident pupils; to fix rates of tuition, and to collect and pay the same to the township treasurer for the use of the district.

Fifth—To suspend or expel pupils guilty of gross disobedience or misconduct, and no action shall lie against them for such expulsion or suspension.

Sixth—To provide that children under 12 years of age shall not be kept in school more than four hours daily.

Seventh—To appropriate school funds for the purchase of libraries and apparatus, after the provision has been made for the payment of all necessary school expenses.

Eighth—To sell at public or private sale any personal property belonging to the school district, and not needed for school purposes.

Ninth—To grant special holidays whenever in their judgment such action is advisable, but no deduction shall be made from the time or compensation of a teacher on account of such days.

Tenth—To have the control and supervision of all public school-houses in their district, and to grant the temporary use of them, when not occupied by schools, for religious meetings and Sunday schools, for evening schools and literary societies, and for such other meetings as the directors may deem proper. To grant the use of assembly halls and classrooms when not otherwise needed, including light, heat and attendants, for public lectures, concerts, and other educational and social interests, but under such provisions and control as they may see fit to impose, and to conduct or provide for the conducting of recreational, social and civic activities in the school buildings under their control.

Eleventh—To decide when a site or building has become unnecessary, unsuitable or inconvenient for a school.

Twelfth—To borrow money, and issue bonds for the purpose and in the manner provided by this Act.

Thirteenth—To furnish each school with a flag and staff, as provided by law.

Fourteenth—To establish classes having an average attendance of not fewer than fifteen pupils for the instruction of crippled children over the age of 6 and under 21 years.

Fifteenth—To establish classes for the instruction of deaf children over the age of 3 and under 21 years: *Provided, however,* that no person shall be employed to teach the deaf who shall not have received instruction in the methods of teaching the deaf for a term of not less than one year.

Sixteenth—To establish kindergartens for the instruction of children between the ages of 4 and 6 years, if in their judgment the

public interest requires it, and to pay the necessary expenses of the same out of the school funds of the district: *Provided*, that no one shall be employed to teach in a kindergarten who does not hold a kindergarten certificate as provided by law. (As amended by an Act approved June 26, 1915.)

§ 116. Every order issued by the school director shall state for what purposes or on what account it is issued, and shall be in the following form, to-wit:

\$.....	STATE OF ILLINOIS,.....1....
THE TREASURER OF TOWNSHIP	
No.....	Range No....., in.....County
Pay to the order of.....	
the sum of.....	Dollars,
	100
for .....	.....
By order of the Board of Directors of	
District No.....in said County.	
	President
	Clerk
Order No.....	

An order paid in full and properly indorsed shall be a sufficient receipt for the purposes of this Act. The school directors shall issue no order, except for teachers' wages, unless at the time there are sufficient funds in the hands of the treasurer to pay it.

§ 117. When there is no money in the treasury to defray the ordinary and necessary expenses of the district, the directors may issue warrants against and in anticipation of any taxes levied for the payment of the ordinary and necessary expenses of the district, to the extent of 75 per cent of the total amount of the tax levied. Such warrants shall show upon their face that they are payable solely from the taxes when collected, and shall be received by any collector of taxes in payment of the taxes against which they are issued. And such taxes shall be set apart and held for their payment.

§ 118. The directors shall pay the wages of teachers monthly. Upon the receipt of a schedule properly certified the directors shall forthwith issue and deliver to the teacher an order on the township treasurer for the amount named in the schedule. Such order shall state the rate and time for which the teacher is paid. It shall not be lawful for the directors to issue an order until they have duly certified to the schedule; nor shall it be lawful for the directors, after the date for filing schedules as fixed by law, to certify any schedule not delivered to them before that date, when such schedule is for time taught before the first of July preceding, nor to give an order in payment of a teacher's wages for the time covered by such delinquent schedule.

§ 119. It shall not be lawful for a board of directors to purchase or locate a schoolhouse site, or to purchase, build or move a schoolhouse, or to levy a tax to extend schools beyond nine months, without a vote of the people at an election called and conducted as required by section 198 of this Act. A majority of the votes cast shall be necessary

to authorize the directors to act. If no locality shall receive a majority of the votes, the directors may select a suitable site. The site selected by either method shall be the school site for such district. Before erecting or remodeling a public school building the board of directors or the board of education in districts containing fewer than 100,000 inhabitants shall submit the plans and specifications respecting heating, ventilation, lighting, seating, water supply, toilets and safety against fire to the county superintendent of schools for his approval. (As amended by an Act approved June 26, 1915.)

§ 120. In case the compensation for the schoolhouse site cannot be agreed upon, it shall be the duty of the directors to have such compensation determined in the manner provided by law for the exercise of the right of eminent domain: *Provided, however*, that no tract of land outside the limits of any incorporated city or village, and within 40 rods of the dwelling of the owner of the land, shall be taken for a school site without the owner's consent.

§ 121. Pupils may be transferred from one district to another upon the written consent of a majority of the directors of each district, which written consent shall be filed with the treasurer and shall be evidence of such consent. The duty of collecting the amount due on account of pupils transferred shall devolve upon the directors of the district in which the school was taught. Whenever the number of children between the ages of 6 and 16 years in any district school shall be fewer than six, it shall be lawful for the directors of such district to arrange for the transfer of pupils and, when necessary, provide free transportation for them to a neighboring school. Such transfer and free transportation shall be held to be a compliance with paragraph 9 of section 114 of this Act, entitling the said district to receive its share of the funds distributed in accordance with section 35 of this Act. (As amended by an Act approved June 2, 1911.)

* * * * *

BOARDS OF EDUCATION.

§ 123. In all school districts having a population of not fewer than one thousand and not more than one hundred thousand inhabitants, and not governed by special Acts, and in such other districts as may hereafter be ascertained by any special or general census to have such population, there shall be elected a board of education to consist of a president, six members and three additional members for every additional ten thousand inhabitants: *Provided, however*, that in no case shall such board consist of more than fifteen members. When such board of education is the successor of the school directors, all rights of property, and all rights regarding causes of action existing or vested in such directors, shall vest in it as fully and completely as they were vested in the school directors.

§ 124. Incorporated cities and villages, except such as have control of schools by special Acts, shall remain parts of the school townships in which they are situated and be subject to the provisions of this Act.

§ 125. The president of the board of education shall be elected annually, at the time the members of the board are elected, and shall

hold his office for the term of one year. He shall preside at all meetings, but shall have no vote except in case of a tie. He shall perform such duties as are imposed by law upon presidents of boards of directors, or such as may be imposed upon him by the board of education.

§ 126. The election of boards of education shall be governed by the provisions of this Act relating to the election of boards of directors: *Provided, however*, that boards of education shall have power to establish a suitable number of voting precincts, and fix the boundaries thereof for the accommodation of the voters of the district in which such election is held, in each of which voting precincts there shall be one polling place designated by the board. Whenever the board of education shall establish more than one voting precinct for such election they shall appoint two judges and one clerk for each polling place, assigning so far as practicable at least one member of such board to each polling place. When the time for the election of members of boards of education or boards of inspectors is fixed by virtue of any special Act, such election may be held at the time provided for the election of school directors.

§ 126A. The ballots to be used at the election held for the selection of a president and members of the board of education shall be furnished by the district and shall be in form substantially as follows:

For President, to serve for one year

Vote for one

☐

John Adams

☐

James Brown

For two members, to serve for three years

Vote for two

☐

Frank Chance

☐

Tyrus Cobb

☐

Margaret Murphy

☐

Elizabeth Browning

The voter shall make a cross-mark in the square preceding the name or names of the candidate or candidates of his choice and the ballot shall be so counted. The nominations of candidates for the offices of president and members of the board of education shall be made only by petition. All petitions shall be filed with the secretary at least ten days before the day of election. All petitions shall be signed by at least 10 per cent of the legal voters of the district, but not to exceed fifty such signatures shall be required to make valid

any petition. The names of candidates shall be printed in the order in which the petitions are filed with the secretary. Such election shall be held under the Australian ballot system as provided in the general election laws and as detailed in section 309 and section 310 of said election laws, at the schoolhouse or such place as shall be designated by the proper officers in the notice of election. (As amended by an Act approved June 23, 1915.)

§ 127. The board of education shall have all the powers of school directors, be subject to the same limitations, and, in addition thereto, they shall have the power, and it shall be their duty:

First—To establish and support free schools for not less than six nor more than ten months in each year.

Second—To repair and improve schoolhouses and furnish them with the necessary fixtures, furniture, apparatus, libraries and fuel.

Third—To examine teachers by examinations supplemental to any other examinations, and to employ teachers and fix the amount of their salaries.

Fourth—To establish schools of different grades, to adopt regulations for the admission of pupils into the same, and to assign pupils to the several schools.

Fifth—To buy or lease sites for schoolhouses with the necessary grounds: *Provided, however*, that it shall not be lawful for such board of education to purchase or locate a schoolhouse site, or to purchase, build or move a schoolhouse, unless authorized by a majority of all the votes cast at an election called for such purpose in pursuance of a petition signed by not fewer than five hundred legal voters of such district, or by one-fifth of all the legal voters of such district: *And, provided, further*, that if no locality shall receive a majority of all the votes cast at such election, the board of education may, if, in their judgment, the public interest requires it, proceed to select a suitable schoolhouse site; and the site so chosen by them in such case shall be legal and valid the same as if it had been determined by a majority of all the votes cast; and the site so selected shall be the schoolhouse site for such district; and said district shall have the right to take the same for the purpose of a schoolhouse site, either with or without the owners' consent, by condemnation or otherwise: *And, provided, further*, that all schoolhouse sites heretofore located or selected by boards of education in cases in which at an election duly called and held as herein provided, no site received a majority of the votes cast, are hereby legalized and made valid schoolhouse sites in and for the district for which they were so located and selected.

Sixth—To levy a tax to extend schools beyond a period of ten months, in each year, upon a petition of a majority of the voters of the district.

Seventh—To employ a competent superintendent who may be required to act as principal or teacher in such schools.

Eighth—To divide the district into sub-districts, to create new ones, and to alter or consolidate them.

Ninth—To dismiss and remove any teacher, whenever in their opinion he is not qualified to teach, or whenever in their opinion the interests of the school may require it.

Tenth—To apportion the pupils to the several schools.

Eleventh—To appoint a secretary who shall keep a faithful record of all their proceedings.

Twelfth—To prepare and publish annually in some newspaper, or in pamphlet form, a report including the school attendance in the year preceding, the program of studies, the number of persons between the ages of 12 and 21 unable to read or write, and a statement of the receipts and expenditures, with the balance on hand.

Thirteenth—To request the trustees of schools, in writing, to convey any real estate or interest therein used for school purposes, or held in trust for schools.

* * * * *

BOARDS OF EDUCATION IN CITIES OF ONE HUNDRED THOUSAND.

§ 128. In cities having a population exceeding 100,000 inhabitants, the board of education shall consist of twenty-one members, to be appointed by the mayor, by and with the advice and consent of the common council, seven of whom shall be appointed for the term of one year, seven for the term of two years, and seven for the term of three years. At the expiration of the term of any members of said board, their successors shall be appointed in like manner and shall hold their office for the term of three years. Any vacancy which may occur shall be filled by appointment of the mayor, with the approval of the common council, for the unexpired term.

§ 129. Any person having resided in any such city more than five years next preceding his appointment shall be eligible to membership of such board of education.

§ 130. The board of education shall appoint one of its members president. It shall also appoint a secretary and such other officers and employees as it shall deem necessary, and shall prescribe their duties, compensation and terms of office.

§ 131. The board shall provide books in which shall be kept a faithful record of all their proceedings. The yeas and nays shall be taken and entered on the records of the proceedings of the board upon all questions involving the expenditure of money.

§ 132. The board of education shall have charge and control of the public schools in such cities, and shall have power with the concurrence of the city council:

First—To erect or purchase buildings suitable for schoolhouses, and keep the same in repair.

Second—To buy or lease sites for schoolhouses with the necessary grounds. If the board of education shall be unable to agree with the owner or owners for the purchase of such site, then, with the concurrence of the city council, it may acquire the title to such site in the manner provided by law for the exercise of the right of eminent domain. Such proceedings to condemn shall be in the name of the city in trust for the use of the schools.

Third—To issue bonds for the purpose of building, furnishing and repairing schoolhouses, for purchasing school sites, and to provide for the payment of such bonds; and to borrow money for school purposes upon the credit of the city.

§ 133. The said board of education shall have power :

First—To furnish schools with the necessary fixtures, furniture and apparatus.

Second—To maintain, support and establish schools and supply from taxes the inadequacy of the school funds for the salaries of teachers.

Third—To hire buildings or rooms for the use of the board or of schools.

Fourth—To employ teachers and fix the amount of their compensation.

Fifth—To prescribe the schoolbooks to be used, and the studies in the different schools.

Sixth—To divide the city into school districts, and to alter them and create new ones as circumstances may require, and generally to have and possess all the rights, powers and authority required for the proper management of schools, with power to enact such ordinances as may be deemed necessary and expedient for such purposes.

Seventh—To expel any pupil guilty of gross disobedience or misconduct.

Eighth—To dismiss and remove any teacher for cause in the manner provided in section 161 of this Act.

Ninth—To apportion the pupils to the several schools.

Tenth—To lease school property and to lend moneys belonging to the school fund.

Eleventh—To grant the use of assembly halls and classrooms when not otherwise needed, including light, heat and attendants, for public lectures, concerts and other educational and social interests, free of cost, but under such provisions and control as they may see fit to impose.

§ 134. It shall be the duty of the board of education :

First—To superintend and control the schools in such cities.

Second—To examine all persons offering themselves as candidates for teachers, and, when found well qualified, to give them certificates gratuitously.

Third—To visit all the public schools as often as once a month.

Fourth—To establish such by-laws, rules and regulations for the establishment, maintenance and government of a proper and uniform system of discipline in the several schools as may in their opinion be necessary.

Fifth—To determine from time to time how many and what class of teachers may be employed in each of the public schools, and to employ such teachers and fix their compensation.

Sixth—To take charge of the schoolhouses, furniture, grounds and other property belonging to the school districts, and see that they are kept in good condition and not suffered to be unnecessarily injured or deteriorated.

Seventh—To provide fuel and such other necessities for the schools as, in their opinion, may be required in the schoolhouses or other property belonging to the said districts.

Eighth—To establish and maintain vacation schools and play grounds under such rules and regulations as it shall prescribe.

Ninth—To inquire into the progress of pupils and the government of the schools.

Tenth—To prescribe the method and course of discipline and instruction in the respective schools, and to see that they are maintained and pursued in the proper manner.

Eleventh—To prescribe what studies shall be taught, and what books and apparatus shall be used.

Twelfth—To report to the city council, from time to time, any suggestions they may deem expedient or requisite in relation to the schools and the school fund, or the management thereof, and generally to recommend the establishment of new schools and districts.

Thirteenth—To prepare and publish an annual report, which shall include the receipts and expenditures of each school, specifying the source of such receipts and the object of such expenditures.

Fourteenth—To communicate to the city council, from time to time, such information as may be required.

§ 135. None of the powers herein conferred upon the board of education of such cities, shall be exercised except at a regular meeting.

§ 136. All conveyances of real estate shall be made to the city and the title of all property acquired by condemnation shall be vested in the city, in trust for the use of schools, and no sale of real estate or interest therein used for school purposes or held in trust for schools shall be made, except by the city council upon the written request of the board of education.

§ 137. All moneys raised by taxation for school purposes or received from the State common school fund, or from any other source for school purposes, shall be held by the city treasurer as a special fund for school purposes, subject to the order of the board of education, upon warrants to be countersigned by the mayor and city comptroller, or, if there be no city comptroller, by the city clerk.

§ 138. The board of education shall not add to the expenditures for school purposes anything over and above the amount that shall be received from the State common school fund, the rental of school lands or property, and the amount annually appropriated for such purposes. If the board shall add to such expenditure, the city shall not, in any case, be liable therefor. And nothing herein contained shall be construed so as to authorize the levy or collection of any tax upon the demand or under the direction of the board of education.

§ 139. All schools in such cities shall be governed as herein provided and no power given to the board of education shall be exercised by the city council of such cities.

PARENTAL SCHOOLS.

§ 140. In cities having a population of 100,000 inhabitants or more, there shall be established, maintained and conducted, one or more parental or truant schools for the purpose of affording a place of confinement, discipline, instruction and maintenance of children of compulsory school age who may be committed thereto in the manner hereinafter provided.

§ 141. For the purpose of establishing such school or schools, sites may be purchased and buildings constructed or premises rented

in the same manner as is provided for in the case of public schools in such cities; but no such school shall be located at or near any penal institution. It shall be the duty of the board of education to furnish such schools with such furniture, fixtures, apparatus and provisions as may be necessary for the maintenance and operation thereof.

§ 142. The board of education may also employ a superintendent and all other necessary officers, agents and teachers; and shall prescribe the methods of discipline and the course of instruction; and shall exercise the same powers and perform the same duties as are prescribed by law for the management of other schools.

§ 143. No religious instruction shall be given in such schools except such as allowed by law to be given in public schools; but the board of education shall make suitable regulations so that the inmates may receive religious training in accordance with the belief of the parents of such children, either by allowing religious services to be held in the institution or by arranging for attendance at public service elsewhere.

§ 144. It shall be the duty of the truant officer or agent of such board of education to petition, and any reputable citizen of the city may petition, the county or circuit court of the county to inquire into the case of any child of compulsory school age who is not attending school, and who has been guilty of habitual truancy, or persistent violation of the rules of the public school, and the petition shall also state the names, if known, of the father and mother of such child, or the survivor of them; and if neither father nor mother of such child is living, or found in the county, or if their names cannot be ascertained, then the name of the guardian, if there be one known; and if there be a parent living whose name can be ascertained, or a guardian, the petition shall show whether or not the father or mother or a guardian consents to the commitment of such child to such parental or truant school. Such petition shall be verified by oath upon the belief of the petitioner, and upon being filed the judge of the county or circuit court shall have the child named in the petition brought before him for the purpose of determining the application in such petition contained. But no child shall be committed to such school who has ever been convicted of any offense punishable by confinement in any penal institution.

§ 145. Upon the filing of such petition the clerk of the court shall issue a writ to the sheriff of the county directing him to bring such child before the court, and if the court shall find that the material facts set forth in the petition are true, and if, in the opinion of the court, such child is a fit person to be committed to such parental or truant school, an order shall be entered that such child be committed to such parental or truant school, to be kept there until he or she arrives at the age of fourteen years, unless sooner discharged in the manner hereinafter set forth. Before such hearing notice in writing shall be given to the parent or guardian of such child, if known, of the proceedings about to be instituted, that he or she may appear and resist the same if either of them so desire.

§ 146. It shall be the duty of the parent or guardian of any child committed to this school to provide suitable clothing upon his or her

entry into such school and from time to time thereafter as it may be needed, upon notice in writing from the superintendent or other proper officer of the school. In case any parent or guardian shall refuse or neglect to furnish such clothing, the same may be provided by the board of education, and such board may have an action against such parent or guardian of the child to recover the cost of such clothing with 10 per cent additional thereto.

§ 147. The board of education of such city shall have power to establish rules and regulations under which children committed to such parental or truant school may be allowed to return home upon parole, but to remain while upon parole in the legal custody and under the control of the officers and agents of such school, and subject at any time to be taken back within the enclosure of such school by the superintendent or an authorized officer of said school except as hereinafter provided; and full power to enforce such rules and regulations to retake any such child so upon parole is hereby conferred upon said board of education. No child shall be released upon parole in less than four weeks from the time of his commitment, nor thereafter until the superintendent of such parental or truant school shall have become satisfied from the conduct of the child that, if paroled, he or she will attend regularly the public or private school to which he or she may be sent by his or her parents or guardian and shall so certify to the board of education.

§ 148. It shall be the duty of the principal or other persons having charge of the school to which such child so released upon parole may be sent to report at least once each month to the superintendent of the parental or truant school, stating whether or not such child attends school regularly and obeys the rules and requirements of said school; and if such child so released upon parole shall be regular in his or her attendance at school and his or her conduct as a pupil shall be satisfactory for a period of one year from the date on which he or she was released upon parole, he or she shall then be finally discharged from the parental or truant school, and shall not be recommitted thereto except on petition as hereinbefore provided.

§ 149. In case any child released from said school upon parole, as hereinbefore provided, shall violate the conditions of his or her parole at any time within one year thereafter, he or she shall, upon the order of the board of education, as hereinbefore provided, be taken back to such parental or truant school and shall not be again released upon parole within the period of three months from the date of such re-entering, and if he or she shall violate the conditions of a second parole he or she shall be recommitted to such parental or truant school and shall not be released therefrom on parole until he or she shall remain in said school at least one year.

§ 150. In any case in which a child is found to be incorrigible and his or her influence in such school to be detrimental to the interests of the other pupils, the board of education may authorize the superintendent or any officer of the school to represent these facts to the circuit or county court by petition, and the court shall have authority to commit said child to some juvenile reformatory.

§ 151. Boards of education in cities having a population of over 25,000 and less than 100,000 may establish, maintain and operate a

parental or truant school for the purposes hereinbefore specified, and in case of the establishment of such a school, the boards of education shall have like power in their respective cities as hereinbefore expressed: *Provided, however*, that no board of trustees or board of education under this section shall put this law into effect until submitted to a vote of the people and adopted by a majority vote at some general election.

TEACHER'S PENSION FUND.

§ 152. In every city in this State having a population exceeding 100,000 inhabitants, there shall be elected a board of trustees to have the administration and control of the public school teachers' pension and retirement fund, to be created and maintained in the manner provided by this Act. Such board of trustees shall consist of nine members. The chairman of the finance committee of the board of education of such city shall be *ex officio* a member of and president of said board of trustees. In addition thereto there shall be elected at the first meeting of the said board of education in the month of November, 1913, two of its members to serve, while members of said board of education, on said board of trustees, one for a term of one year and one for a term of two years, and at the first meeting of said board of education in the month of November of each year thereafter there shall in like manner be elected one member to said board of trustees who shall hold office, while a member of said board of education, for a term of two years; and at the first election there shall be elected six members to said board of trustees from those members of the teaching force who are contributors to said pension and retirement fund of said city; two for a term of one year, while remaining contributors thereto, and two for a term of two years, while remaining contributors thereto, and two for a term of three years while remaining contributors thereto. On the date of the first meeting of said board of education in the month of November of each year thereafter there shall in like manner be elected two members of said board of trustees from those members of the teaching force who are contributors to said pension and retirement fund, who shall hold office for a term of three years, while remaining contributors thereto. The election of the members of the said board of education to said board of trustees shall be by a majority of said board of education in such manner as they, the board of education shall provide. The election of the members to said board of trustees by those members of the teaching force contributing to said fund of said city shall be by secret ballot at an election held by the board of education in such manner as the board of trustees shall by by-laws provide. Nominations for trustees shall be made by a secret primary election held by the board of education at least thirty days before such final election and every person who is a member of the teaching force of such city and a contributor to such pension and retirement fund, shall be entitled to vote at such primary election for twice the number of persons to be nominees as there are trustees to be elected. The persons receiving the highest number of votes in said primary shall appear as nominees for trustees upon the election ballot: *Provided*, the number of such names appearing on the election ballot shall be

double the number of trustees to be elected. Each person who is a member of the teaching force of such city, and a contributor to said pension and retirement fund, shall be entitled to vote at the election for such number of persons as is to be elected trustees. The location and number of polling places shall be designated by the board of trustees. The judges and clerks of such primary and election shall be selected from the members of the teaching force of such city who are contributors to such pension and retirement fund in such manner as the board of trustees shall by by-laws provide. Elections to fill vacancies may be called by the board of education and held at the next ensuing annual election: *Provided, however*, that the board of education may fill vacancies occurring in the membership of said board of trustees elected from said board of education at any regular meeting of the board of education. All trustees, while members of said board of education or while contributors to said pension fund, including members of the board of trustees of the teachers' pension and retirement fund to which the board created by this Act succeeds, shall hold their offices until their successors shall have been elected and duly qualified. (As amended by an Act approved June 26, 1913.)

§ 153. Such board of trustees shall have charge of any administration of the public school teachers' pension and retirement fund of such city, and shall have power to invest the same in such manner as it shall deem most beneficial to said fund, but in the same manner and subject to the same terms and conditions as township trustees are permitted to invest school funds under the law, and shall have power to make payments from said fund of pensions or annuities granted in pursuance of this Act; and shall from time to time make and establish such by-laws, rules and regulations for the administration of said fund, as they shall deem advisable and shall have power to employ such assistance and service as may, in their judgment be necessary for the proper enforcement of the provisions of this Act and carrying into effect valid by-laws, rules and regulations enacted by them, and they shall have power to fill any vacancies occurring in said board of trustees of members elected from the teaching force of said city, until the next annual election, when said vacancies shall be filled as provided by this Act.

§ 154. The public school teachers' pension and retirement fund of such city shall consist of moneys paid into said fund by persons desiring the benefits thereof, under the provisions of this Act; of moneys received from donations, legacies, gifts, bequests or otherwise on account of said fund, and of moneys paid into said fund in pursuance of any law now in force or hereafter to be enacted.

§ 155. Any person who shall be employed to teach in the public schools of any such city, after this Act shall take effect, shall be entitled to the benefits of said fund upon complying with the provisions of this Act, and for the purposes of this Act such persons shall be divided into the following groups:

First—Those who have taught for five years or less.

Second—Those who have taught for more than five years and not more than ten years.

Third—Those who have taught more than ten years and not more than fifteen years.

Fourth—Those who have taught more than fifteen years.

After this Act shall take effect, there shall be set apart from the salaries of all persons hereafter entering for the first time the employ of the board of education of such cities 50 cents per month for each month of service while they remain in the first group; \$1.00 per month for each month of service while they remain in the second group; \$1.50 per month for each month of service while they remain in the third group; and \$3.00 per month for each month of service while they remain in the fourth group; which amounts shall be deducted by the board of education in equal installments from their respective salaries at the regular times for the payment thereof, and be paid into and constitute a part of the public school teachers' pension and retirement fund of such city. The board of trustees in any such city created or existing under the provisions of this Act, shall succeed to the administration of any like fund established under any law now or heretofore in force in this State, and such board is hereby given the power to use both the principal and income of all funds for the payment of the pensions or annuities in this Act provided for, and shall have power to increase or reduce from time to time all pensions or annuities, provided such increases or reductions shall be at the same rate on all classes: *And, further provided*, that all reductions shall in the judgment of said board of trustees be rendered necessary by the condition of said fund. All teachers entering the service of the said board of education for the first time shall submit to said board of education evidence which has been approved and accepted by the board of trustees of said pension fund, attesting and proving service rendered in public schools outside of said city, and such evidence shall be the basis for placing such teachers in the proper group of the groups provided in this section. Any public school teacher who has heretofore retired from service and is entitled to a pension or annuity from a like fund, created under any law now in force, to the administration of which fund such board of trustees has succeeded, or is the recipient of a pension or annuity thereunder, shall henceforth be entitled to receive a graduating pension ranging from four-fifths to five-fifths of pensions paid under the provisions of this Act, dependent upon time of service as public school teachers, under uniform schedules to be provided by rules of said board of trustees; and \$30.00 per annum shall be withheld from such pensioner or annuitant until he or she shall have paid the aggregate amount of \$450.00. (As amended by an Act approved June 26, 1913.)

§ 156. Teachers employed by the board of education of any such city, who shall become contributors to and beneficiaries of a public school teachers' pension and retirement fund, under any provisions of this Act, may count past service as a part of the period of twenty-five years hereinafter specified, by paying into said fund a sum equal to that which he or she would have contributed under the provisions of this Act, had he or she been a regular contributor to said fund, during said period of past service, together with interest thereon at the rate

of 4 per cent per annum from the time such payments would have been made to the time such person shall by making such payment become entitled to the benefit of such past services.

§ 156a. All persons who have heretofore been contributors to the public school teachers' pension and retirement fund of cities having a population exceeding 100,000 inhabitants, under any law now in force, but who have withdrawn from such participation, may, if they shall exercise the option, on or before the first day of July, in the year of our Lord, one thousand nine hundred and sixteen, renew their right to participation in a fund to be created in said city under the provisions of this Act, by paying in said fund the full amount of any moneys that they may have withdrawn from such previous fund, and the full amount they would have contributed had they not withdrawn therefrom, together with interest thereon at the rate of 4 per cent per annum from the time such moneys were withdrawn and from the time payment would have become due to the date of their acceptance of the provisions of this Act; and, thereafter, such person shall contribute to said fund upon the same terms as teachers who shall hereafter be employed and become contributors to, and beneficiaries of said fund: *Provided, however*, that such persons who shall be re-employed by said board of education as such teachers on or after July 1, 1913, may, if they shall exercise such option within three years after such re-employment, renew their right to participation in such fund upon the same terms and conditions aforesaid. (As amended by an Act approved June 26, 1913.)

§ 156b. All teachers who are now in the service of the board of education of any such city, other than those described in the previous section, may if they shall exercise the option, on or before the first day of July in the year of our Lord, one thousand nine hundred and sixteen, become contributors to and beneficiaries of the public school teachers' pension and retirement fund created under the provisions of this Act, upon the same terms as teachers who shall hereafter be employed and become contributors to, and beneficiaries of, said fund, under section 156a of this Act. (As amended by an Act approved June 26, 1913.)

§ 157. Such board of trustees shall have the power, and it shall be its duty to pass a resolution declaring the maturity of service and right to the immediate benefits of said fund in favor of persons entitled to the benefits thereof, in the following cases:

1. When any such person shall have taught in the public schools in the United States, or rendered service therein, for a period of twenty-five years, within the meaning of this Act.

2. When any contributor to the said fund shall have taught fifteen years in the public schools within the meaning of this Act, and shall have been declared by three competent physicians, who have made a physical examination of the teacher, at the request of a majority of such board of trustees, to be suffering from a permanent disability: *Provided*, that neither said board of trustees nor said board of education shall declare any contributor entitled to the immediate benefits of

said fund until he or she shall have taught in the public schools of such city three-fifths of the term of service of twenty-five years, or three-fifths of the term of service of fifteen years, as the case may be; said three-fifths service in said city must be the last service rendered prior to his or her retirement on a pension; and no person shall be entitled to the benefits of said fund until his or her employment in the service of such board of education shall have been terminated. (As amended by an Act approved June 26, 1913.)

§ 158. Each teacher so retired or retiring after twenty-five years of service shall thereafter be entitled to receive an annuity of \$400.00, and each teacher so retired because of permanent disability after fifteen years of service shall receive as an annual pension such proportion of the full annuity of \$400.00 as the sum contributed by such teacher so retired bears to the total contributions required for a full annuity. Said pensions and annuities shall be paid monthly during the school year by said board of trustees out of the fund created in accordance with the provisions of this Act in the manner provided by law for the payment of teachers' salaries.

§ 159. The president and the secretary of said board of education shall certify monthly to the city treasurer all amounts deducted from the salaries of teachers, special teachers, principals and superintendents of schools in accordance with the provisions of this Act, which amounts, as well as all other moneys contributed to said fund, shall be set apart and held by said treasurer as a special fund for the purposes hereinbefore specified, subject to the order of said board of trustees herein created, and shall be paid out upon warrants signed by the president and secretary of said board of education, and countersigned by the president of the said board of trustees.

§ 160. The city treasurer, *ex officio*, shall be the custodian of said pension fund, and shall secure and safely keep the same, subject to the control and direction of said board of trustees, and shall keep his books and accounts concerning such fund in such manner as may be prescribed by said board, and said books and accounts shall always be subject to the inspection of said board or any member thereof. Said city treasurer shall be liable on his official bond for the proper performance of his duties and the conservation of the fund created by this Act. Any legal proceedings which may be necessary for the enforcement of the provisions of this Act shall be brought by and in the name of the board of education for the use of the board of trustees of the public school teachers' pension fund.

§ 161. No teacher who has been, or who shall have been, elected by said board of education, shall be removed or discharged, except for cause, upon written charges which shall, upon the teachers' written request, be investigated and determined by said board of education, whose action and decision in the matter shall be final. If at any time a teacher who is willing to continue is not re-employed or is discharged before the time he or she would, under the provisions of this Act, be entitled to a pension, then such teacher shall be paid back at once the money he or she may have contributed under this law. Any teacher who shall retire voluntarily from the service, prior to entering the aforesaid fourth class, shall receive a refund of one-half of the money he or she shall have contributed under this law.

§ 162. All persons who shall be employed as teachers by the board of education of any such city shall, by such employment, accept the provisions of this Act, and thereupon become contributors to said pension fund in accordance with the terms thereof. And the provisions of this Act shall become a part of and enter into any such contract of employment.

§ 163. All pensions or annuities granted under the provisions of this Act and every portion thereof shall be exempt from attachment or garnishment process and shall not be seized, taken, subjected to, detained or levied upon by virtue of any execution, or any process or proceedings whatsoever issued out of or by any court of this State for the payment or satisfaction in whole or in part of any debt, claim, damage, demand or judgment against any pensioner hereunder, and no annuitant or pensioner shall have the right to transfer or assign his or her pension or annuity or any part thereof either by way of mortgage or otherwise.

§ 164. Neither the treasurer nor any other officer having the custody of public school funds of any city having a population exceeding 100,000 inhabitants shall be entitled to retain any interest accruing thereon or any part thereof, but such interest shall accrue and inure to the benefit of such school funds respectively, become a part thereof and be paid into the city treasury, subject to the purposes of this Act.

§ 165. The board of education of any such city, as to such funds raised by taxation, levied by such city for school purposes, whether the same be for educational purposes or for building purposes, shall annually set aside all interest so added to such funds and contribute the same to the public school teachers' and public school employees' pension and retirement funds now created or existing, or such as may be hereafter created pursuant to any law. The amount of such interest so contributed, however, shall not exceed in any year 1 per cent of the sums so levied for such purposes.

NORMAL SCHOOL SCHOLARSHIPS.

§ 166. There shall be awarded annually to each school township, or fractional township, a scholarship which shall entitle the holder thereof to gratuitous institution in any State normal school, for a period of four years: *Provided, however*, that any township having a population exceeding one hundred thousand inhabitants, shall be entitled to five scholarships.

§ 167. The county superintendent shall receive and register the names of all applicants for such scholarships, and shall hold an examination, or cause an examination to be held, in each township, for the benefit of graduates of the eighth grade: *Provided, however*, that when a township is divided by a county line, the county superintendent in whose county the sixteenth section is situated shall have charge of the examination in such township.

§ 168. All examinations for normal school scholarships shall be held on any Saturday between the first day of March and the fifteenth day of May in each year, according to rules and regulations prescribed by the Superintendent of Public Instruction, and the pupil found to possess the highest qualifications shall be entitled to such scholarship: *Provided, however*, that such pupil shall be a resident of the township

in which such examination is held: *And, provided, further,* that when no application is received from any township, the county superintendent shall assign the pupil found to possess the next highest qualification to that township.

§ 169. The county superintendent shall certify the names and addresses of all successful applicants, with the number and range of the township to which each pupil is accredited, to the Superintendent of Public Instruction, who shall issue to each pupil a certificate of scholarship, which shall be accepted by the authorities of any State normal school in lieu of any entrance examination, and shall exempt the holder thereof from the payment of tuition, or any term, matriculation, or incidental fee whatsoever.

UNIVERSITY SCHOLARSHIPS.

§ 170. There shall be awarded, annually, to each county, one university scholarship, which shall entitle the holder thereof to gratuitous instruction in the University of Illinois for a period of four years.

§ 171. The county superintendent shall receive and register the names of all applicants for such scholarships, and shall hold an examination on the first Saturday of June of each year, according to rules and regulations prescribed by the president of the University, and the student found to possess the highest qualifications shall be entitled to such scholarship: *Provided, however,* that every applicant shall be at least 16 years of age, and a resident of the county in which such examination is held: *And, provided, further,* that no student who has attended the University of Illinois shall be eligible to such examination.

§ 172. The county superintendent shall return to the president of the University, within ten days after such examination, a list of the names of all applicants examined, the grades obtained, together with the examination papers submitted by them; and the president of the University shall issue to the successful applicant a certificate of scholarship as directed by the provisions of this Act: *Provided, however,* that in case no return is made from a county, the president of the University may assign to that county from some other county the student found to possess the next highest qualifications.

§ 173. In addition to the scholarships provided for in section 170, each member of the General Assembly is authorized to nominate and appoint, annually, one person of school age and otherwise eligible, from his district, who shall, by virtue of his appointment, receive a certificate of scholarship in the University. Each member of the General Assembly shall file with the president of the University on or before the first Saturday in June, the name and address of the student nominated by him to receive such scholarship. The candidate for such scholarship shall present himself for examination before the county superintendent in the county where such student resides, at the time stated in section 171 for the competitive examination. The president of the University shall prescribe the rules and regulations governing such examination: *Provided, however,* that in case the person named fails to pass the required examination for admission, the president of the University shall at once notify the member mak-

ing the appointment, who may name another person for such scholarship: *And, provided, further*, that if the member of the General Assembly shall so elect, the scholarship under his control may be awarded by competitive examination conducted under like rules as prescribed in section 171 of this Act.

§ 174. Any University scholarship issued under the provisions of this Act shall exempt the holder from the payment of tuition, or any matriculation, term or incidental fee whatsoever, except for purchase of laboratory supplies and similar fees for supplies and materials: *Provided, however*, that such student shall be subject to all examinations, rules and requirements of the board of trustees and faculty, except as herein directed: *And provided, further*, that the privileges of these scholarships shall not be available in the professional schools and colleges of the University: *And, provided, further*, that this Act shall not be construed to prohibit the board of trustees from granting other scholarships.

§ 175. Any student holding a University scholarship, who shall make it appear to the satisfaction of the president of the University that he requires leave of absence for the purpose of earning funds to defray his expenses while in attendance, may be granted such leave of absence, and may be allowed a period not to exceed six years to complete his course at the University.

TEACHERS.

§ 176. No one shall be authorized or employed to teach in the common schools of this State, or shall receive, for teaching, any part of any public school fund, who is not at least 18 years of age, if a man, or 17 years of age, if a woman, and who does not hold at the time he enters upon his duties a certificate of qualification issued by the county superintendent of schools or the Superintendent of Public Instruction: *Provided, however*, that in any county in which a county normal school is established, under the control of a county board of education, the diplomas of graduates in said normal school shall, when directed by said board, be taken by the county superintendent as sufficient evidence of qualification to entitle the holder to a first grade certificate if presented within two years from such graduation.

§ 177. Certificates of qualification issued by the Superintendent of Public Instruction shall be valid in every district in the State during the good behavior of the holder. Such certificates shall be granted only upon a public examination, complete in itself, under such regulations and by such examiners as the Superintendent of Public Instruction shall prescribe and appoint. The holder of any State certificate, while he continues to teach, shall, annually, before entering upon his duties as teacher, present his certificate to the county superintendent for registration. A fee of one dollar shall be charged therefor and covered into the institute fund.

§ 178. Certificates of qualification granted by the county superintendent shall be of two grades:

A certificate of the first grade shall be valid in the county for two years and shall certify that the person to whom such certificate is issued is of good character and qualified to teach orthography, reading

in English, penmanship, arithmetic, English grammar, modern geography, civics, the elements of the natural sciences, the history of the United States, the history of Illinois, physiology and the laws of health.

A certificate of the second grade shall be valid for one year, and shall certify that the person to whom such certificate is issued is of good character and is qualified to teach orthography, reading in English, penmanship, arithmetic, English grammar, modern geography, civics, the history of the United States and the history of Illinois. Such certificate may be in the following form, to-wit:

....., ILLINOIS, ..., 1....
 The undersigned having examined.....in orthography, reading in English, penmanship, arithmetic, English grammar, modern geography, civics, the history of the United States, the history of Illinois, and methods of teaching, and being satisfied that..... is of good character, hereby certifies that..... qualifications in these branches are such as to entitle..... to this certificate, being of the..... grade, and valid in this county for..... year, from the date hereof, renewable at the option of the county superintendent by his endorsement hereon.

Given under my hand and seal at the date aforesaid.

A..... B.....
County Superintendent of Schools.

Teachers of music, drawing, penmanship, bookkeeping, German, or any other special study, exclusively, shall not be required to be examined except in reference to such special study, and in such cases it shall not be lawful to employ such teachers to teach any branch of study except such as they have been examined upon and which shall be stated in such certificates. The county superintendent may, in his option, renew certificates at their expiration by his endorsement thereon, and may revoke a certificate at any time for immorality, incompetency or other just cause.

§ 179. Every school established under the provisions of this Act shall be for instruction in the branches of education prescribed in the qualifications for teachers, and in such other branches, including vocal music and drawing, as the directors, or the voters of the district at the annual election of directors may prescribe.

§ 180. Examinations for teachers' certificates shall be held by the county superintendent quarterly, and oftener, if necessary, on such days and in such places as will accommodate the greatest number of persons desiring such examination. Notice of such examination shall be published a sufficient length of time in at least one newspaper of general circulation. A fee of one dollar shall be charged for the examination and also for the renewal of a certificate.

§ 181. The county superintendent shall hold an annual institute, not fewer than five days, for the instruction of teachers and those who may desire to teach. With the concurrence of the Superintendent of Public Instruction he shall employ such assistance as may be necessary to conduct the institute. Two or more adjoining counties may hold an institute together. At every institute instruction shall be free to holders of certificates good in the county or in any of the counties holding the institute, and to those who have paid an examination fee

	Boys.	Girls.	Total.
Number of pupils.....	2	2	4
Average daily attendance.....			3.2

Such registers shall be furnished to the teachers by the school directors, and each teacher shall, at the end of his term of school, return his register to the clerk of the school board of the district. No teacher shall be paid any part of the school funds unless he shall have accurately kept and returned the register aforesaid.

§ 186. In all districts controlled by a board of directors, teachers shall make schedules of the names of all pupils attending school, in the form prescribed by this Act, and when pupils reside in two or more districts, townships or counties, separate schedules shall be kept for each district, township or county. Boards of education may require teachers to make schedules, or statements, certifying the number of days' attendance for each month, as shown by their registers, which shall be certified by the board of education, and be subject to the same requirements as schedules. Schedules shall be certified by the teacher, and shall be in the following form, to-wit:

Schedule of a school taught by....., in district No....., in the county of....., in the State of Illinois. Names and ages of pupils residing in district No....., ...county, who have attended school during the time beginning the.....day of....., 1....., during which time the school was in session.....school days.

Name.	Ages.	Days attended.
John Smith.....	10	15
Isaac Meisler.....	13	11
Sarah Danforth.....	16	20
Mary Newman.....	18	18
Grand total number of days' attendance.....		64

	Boys.	Girls.	Total.
Number of pupils.....	2	2	4
Average daily attendance.....			3.2

I hereby certify that the foregoing schedule is correct, to the best of my knowledge and belief.

A..... B.....

Teacher.

§ 187. The schedule, or schedules, shall be delivered to one of the directors, who shall, if requested, give the teacher a receipt for the same. It shall be the duty of the director to examine carefully such

schedule, or schedules, with at least one other director, and correct any errors, and if such schedule has been made according to law, they shall certify to the same in the following form, to-wit:

STATE OF ILLINOIS, }
.....County. } ss.

We, the undersigned, directors of district No.....in..... county, certify that we have carefully examined the foregoing schedule and find it to be correct, and that the school was conducted according to law; that the teacher is paid according to contract.....dollars per.....; the sum of.....dollars is now due..... for services for the month ending.....; that the teacher has a legal certificate of.....grade, and that the property of said district in charge of such teacher has been satisfactorily accounted for.

Signed this day of, 1....

.....
.....
.....
Directors.

§ 188. The school month shall be the same as the calendar month. But a teacher shall not be required to teach on Saturdays or legal school holidays, which are the first day of January, the fourth day of July, the twenty-fifth day of December, and any day appointed by the President or Governor as a day of fast or thanksgiving, and no deduction shall be made from the time or compensation of a teacher on account of such days.

§ 189. For the purpose of establishing and supporting free schools for not less than six nor more than nine months in each year and defraying all the expenses of the same of every description; for the purpose of repairing and improving schoolhouses, of procuring furniture, fuel, libraries and apparatus, and for all other necessary incidental expenses in each district, village or city, anything in any special charter to the contrary notwithstanding, the directors or the board of education and the authorities of such village or city, as the case may be, shall be authorized to levy a tax annually upon all the taxable property of the district, village or city, not to exceed, except as hereinafter stated, one and one-half per cent for educational, and one and one-half per cent for building purposes upon the valuation to be ascertained by the last assessment for State and county taxes: *Provided*, that the term "incidental expenses" herein used shall not include any sum expended or obligation incurred for the improvement, repair or benefit of the school buildings, and property, but all such sums and obligations shall be paid from that portion of the tax levied for building purposes. No election or petition shall be necessary to authorize the levy of a tax for the ordinary repair and improvement of school buildings or grounds or for the payment of any special tax or special assessment levied upon such property. But if the board of education, in any district having a population of not less than one thousand and not over one hundred thousand inhabitants, and not governed by any special Act in relation to free schools now in force by which no tax limit is imposed, shall desire to levy in any one year more than one and one-half per cent, but not more than two per cent, for educational purposes, such board may, by resolution stating the

percentage so desired, cause a proposition for an assent thereto to be submitted to the voters of such district at any general school election, or at a special election called for that purpose, and if at such election a majority of the votes cast on said proposition shall be in favor thereof, the board of education of such district may thereafter, until such authority is revoked in like manner, levy annually for educational purposes, a tax in excess of one and one-half per cent, but not exceeding the percentage mentioned in said proposition, and for building purposes such a percentage that the aggregate levy shall not exceed three per cent; proposed changes in such percentage for educational purposes, either to increase or decrease the same, but not below one and one-half per cent nor above two per cent, may be submitted at any time, and from time to time, to the voters of such district, at any such election, either at the instance of such board of education or by petition for that purpose, addressed to such board and signed by at least five per cent of the voters of such district ascertained by the vote cast at the last preceding general election in said district; and such board of education shall levy no general tax in excess of one and one-half per cent for educational purposes that shall not be authorized by the result of such election, ascertained as aforesaid, unless and until assented to by the voters of such district in like manner. (As amended by an Act approved May 27, 1915.)

§ 190. The board of directors or board of education of each district shall ascertain, as near as practicable, annually, how much money must be raised by special tax for educational and for building purposes for the next ensuing year. Such amounts shall be certified and returned to the township treasurer on or before the first Tuesday in August, annually. The certificate shall be signed by the president and clerk, or secretary, as the case may require, and may be in the following form, to-wit:

CERTIFICATE OF LEVY.

We hereby certify that we require the sum of.....dollars, to be levied as a special tax for educational purposes, and the sum of.....dollars to be levied as a special tax for building purposes, on the equalized assessed value of the taxable property of our district, for the year 1....

Signed this day of, 1....

A.....	B.....President
C.....	D.....Clerk

District No....., ...County.

The township treasurer shall return the certificate to the county clerk, on or before the second Monday of August. A failure by the school board to file the certificate, or of the treasurer to return it to the county clerk in the time required, shall not vitiate the assessment.

§ 191. When a district lies partly in two or more counties the directors shall ascertain, as near as practicable, the amount to be raised by special tax for educational and building purposes, and shall prepare a certificate for each county in which such district may lie, and deliver the certificates to the township treasurer who receives the tax money of such district, who shall return a certificate to each of the county clerks of the counties in which a part of such district is situated. On the first Monday of October, annually, or as soon there-

after as may be practicable, the county clerk of each of such counties shall ascertain the total equalized valuation of all the taxable property in that part of such district as shall lie in his county, and certify the amount thereof to the county clerk of each of the other counties in which such district may lie; and from the aggregate of such equalized valuation, and from the certificate of the amount so required to be levied, such clerks shall ascertain the rate per cent required to produce in such district the amount of such levy, and at that rate shall extend the special tax to be levied for educational and building purposes in that part of such district lying in his respective county.

§ 192. It shall be the duty of assessors, when making assessments of personal property, to designate the number of the school district in which the person assessed resides. Such designation shall be made by writing the number of the district opposite each person's assessment of personal property in the assessment roll returned by the assessor to the county clerk. The officers preparing blank books and notices for the use of assessors shall provide columns and blanks, so that the number of the school district may be designated.

§ 193. On or before the first day of April next after the delivery of the tax books containing the computation and levy of the taxes, or as soon thereafter as the treasurer shall present the certificate of the amount of the tax, and make a demand therefor, the collector shall pay to the treasurer the full amount of the tax certified by the county clerk, or in case any part remains uncollected, the collector shall, in addition to the amount collected, deliver to the treasurer a statement of the amount of uncollected taxes for each district of the township, taking his receipt therefor, which receipt shall be evidence in favor of the collector as against the treasurer.

§ 194. If any collector shall fail to pay the taxes or any part thereof, the treasurer, or other authorized person, may proceed against him and his securities in an action of debt upon his official bond in any court of competent jurisdiction. The collector so in default shall pay 12 per cent on the amount due, to be assessed as damages, which shall be included in the judgment rendered against him. If he can show that any part of the taxes could not be collected by law, he shall not be liable for such taxes until he has collected, or may be able to collect them.

BONDS.

§ 195. For the purpose of building or repairing schoolhouses or purchasing or improving school sites, the directors of any school district, when authorized by a majority of the votes cast at an election held for that purpose, may borrow money; and, as evidence of such indebtedness, may issue bonds signed by at least two directors, in denominations of not less than \$100, and bearing interest at a rate not exceeding 7 per cent per annum.

§ 196. All bonds issued by virtue of this Act, before being issued, negotiated and sold, shall be registered, numbered and countersigned by the treasurer who receives the taxes of the district. Such registration shall be made in a book provided for that purpose, in which shall be entered the record of the election authorizing the directors to

borrow money, and a description of the bonds issued, including the number, date, to whom issued, amount, rate of interest and when due.

§ 197. All moneys borrowed under the authority of this Act shall be paid to the treasurer of the township wherein the bonds issued therefor are required to be registered. Upon receiving such moneys, the treasurer shall deliver the bond or bonds issued therefor to the person or persons entitled to receive them, and shall credit the funds received to the district issuing the bonds. The treasurer shall record the exact amount received for each and every bond issued. When any such bonds are paid, the treasurer shall cancel the same and shall enter, against the record of such bonds, the words "paid and cancelled the day of....., 1....," filling the blanks with the day, month and year corresponding to the date of such payment.

§ 198. When it is desired to hold an election for the purpose of borrowing money, the directors of the district shall give at least ten days' notice of the election, by posting notices in at least three of the most public places in the district. Such notices shall specify the place where such election is to be held, the time of opening and closing the polls, and the question to be voted upon, which notice may be in the following form, to-wit:

NOTICE OF ELECTION.

Notice is hereby given that on day of.....
1...., an election will be held at.....school district No.....
in County, Illinois, for the purpose of voting "for" or
"against" the proposition to issue bonds of district No.....to the
amount of.....dollars due (here insert the times of payment,
giving the amount falling due in each year, if the bonds mature at different
days), which bonds are to bear interest at the rate of.....per cent per
annum, payable.....annually. The polls will be opened at.....
o'clock.....m., and close at o'clock.....m.

Dated this.....day of....., 1....

A.....	B.....President
C.....	D.....Clerk

§ 199. Two of the directors shall act as judges of the election and one as clerk. In case a director shall fail to attend or to act at such election, the legal voters assembled shall choose from their number, at the time of opening the polls, some person to act as judge or clerk, as the case may be. The judges and clerk shall take and subscribe the oath required of judges and clerks of an election held for State and county officers. All votes shall be by ballot.

§ 200. Within 10 days after the election the judges shall cause the poll books to be returned to the township treasurer, who is required to register such bonds, with a certificate thereon showing the result of the election, which poll book shall be filed and kept by the treasurer, and shall be evidence of such election.

§ 201. When a school district has issued bonds, or other evidence of indebtedness, for any purposes which are binding and subsisting legal obligations, and remaining outstanding, the directors of such school district may, upon the surrender of any such bonds or other evidences of indebtedness, issue in lieu thereof, to the holders or owners of the same, or to other persons for money with which to pay

the same, new bonds or other evidences of indebtedness, according to the provisions of this Act.

COUNTY CLERK.

§ 202. Whenever the returns of an election for trustees of schools are made to the county clerk, it shall be his duty to furnish to the county superintendent of schools, within ten days after such returns have been made, the names of the trustees so returned to him, and to specify the townships in which they have been elected.

§ 203. It shall be the duty of the county clerk to furnish the directors of any school district, upon request, a certificate showing the last ascertained equalized value of the taxable property of such district.

§ 204. When a school district lies partly in two or more counties, it shall be the duty of the county clerk of each county in which any part of such district lies to furnish, upon request, to the directors of such district, a certificate showing the last ascertained equalized value of the taxable property in that part of such district lying in such county.

§ 205. It shall be the duty of the county clerk, when making out the tax books for the collector, to compute each taxable person's tax in each school district upon the total amount of taxable property as equalized by the State Board of Equalization for that year, lying and being in such district, whether belonging to residents or nonresidents, and also upon each and every tract of land, the larger part of which lies in such district. Such computation shall be made so as to realize the amount of money required to be raised in such district, as shown and set forth in the certificate of tax levy, made out by the directors of such district, and filed with the township treasurer, as required by this Act. The said county clerk shall cause each person's tax, so computed, to be set upon the tax book to be delivered to the collector for that year, in a separate column against each taxpayer's name, or parcel of taxable property, as it appears in said collector's books, to be collected in the same manner, and at the same time, and by the same person, as State and county taxes are collected. He shall number the school districts on the maps in his office to correspond with the numbers of districts as returned to him by the county superintendent of schools, and in making up the tax books to be delivered to the collector of taxes, the county clerk shall copy into such tax books the number of the school district set opposite to each person's assessment of personal property by the assessor making the assessment of such person, and shall extend the school tax on each person's assessment of personal property, according to the rate required by the amount designated by the directors of the school district in which such person resides, as shown by the certificate of tax levy. The computation of each person's tax and the levy made by the clerk shall be final and conclusive. The rate shall be uniform, and shall not exceed that required by the amount certified by the board of directors. The said county clerk, before delivering the tax book to the collector, shall make out and send by mail to each township treasurer of the county a certificate of the amount due each district or fraction of a district in his township, from the tax so levied and placed upon the tax books,

§ 206. The county clerk shall record and preserve the report of the county superintendent made to the county board at the first regular term of such board in each year, relating to the sale of school lands, the amount of money received, paid, loaned out and on hand, belonging to each township fund in his control, and the statement copied from the loan book of such county superintendent, showing all the facts in regard to loans which are required to be stated in the loan book.

THE COUNTY BOARD.

§ 207. It shall be the duty of the county board of each county of the State:

First—To provide for the county superintendent of schools a suitable office with necessary furniture and office supplies, as is done in the case of other county offices.

Second—To examine and approve or reject the report of the county superintendent of schools made to such board.

Third—To allow, when in their judgment they shall deem proper, reasonable traveling expenses in performance of the duties of the office of county superintendent of schools.

Fourth—To audit at the regular meeting in September, and as near quarterly thereafter as such board may have regular or special meetings, the itemized bills of the county superintendent of schools for his office and traveling expenses.

Fifth—To authorize the county superintendent of schools to employ such assistants as he needs for the full discharge of his duties, and to fix the compensation thereof, which compensation shall be paid out of the county treasury.

Sixth—To examine the financial statements of the county superintendent of schools required by section 11 of this Act and compare the same with vouchers, and the county board, or so many of them as may be present at the meeting of the board, shall be liable individually to the fund injured and to the securities of the county superintendent, in case judgment be recovered of the said securities, for all damages occasioned by neglect of the duties, or any of them, required of the board by this section: *Provided, however*, that nothing herein contained shall be construed to exempt the securities, but they shall remain liable to the fund injured the same as if the members of the county board were not liable to them for neglect of their duty. (As amended by an Act approved June 25, 1915.)

§ 208. The county board of each county of this State shall have power:

First—To approve the bond of the county superintendent of schools, and to increase the penalty of such bond if, in the judgment of the county board, such penalty should be so increased.

Second—To require the county superintendent of schools, after notice, given, to execute a new bond, conditioned and approved as the first bond, whenever in the discretion of the county board such new bond is necessary: *Provided, however*, that the execution of such new bond shall not affect the old bond or the liability of the security thereof.

Third—To require the county superintendent of schools to make the reports to such board provided for by law, and to remove him from

office in case of neglect or refusal so to do, or for any palpable violation of law or omission of duty.

§ 209. When the office of county superintendent of schools shall become vacant, the county board shall fill the vacancy by appointment. If by reason of a tie upon the vote to fill such vacancy, or from any other cause, the vacancy shall not be filled by the county board within 30 days at the time it occurs, it shall be the duty of the clerk of the county board to summon the county judge of the county in which the vacancy exists to meet with the county board at a time and place designated by the clerk, of which meeting the members of the county board shall have notice; and the county board and county judge, when so notified, shall meet at the time and place designated, at which meeting the county judge shall preside, and in case of a tie he shall give the casting vote. The clerk shall notify the person so selected of his appointment.

SCHOOL FUND.

§ 210. The common school fund of this State shall consist, until otherwise provided by law, of the proceeds of a two-mill tax levied annually upon each dollar of the equalized assessed value of all the property in the State; the interest on the school fund proper, which fund is 3 per cent upon the proceeds of the sales of public lands in the State, one-sixth part excepted; and the interest on the surplus revenue distributed by Act of Congress and made part of the common school fund by Act of the Legislature, March 4, 1837. The interest on the school fund proper and the surplus revenue shall be paid by the State annually at the rate of 6 per cent, and shall be distributed as provided by law.

§ 211. On the first Monday in January, annually, the Auditor of Public Accounts shall apportion to each county the common school fund, in proportion to the number of persons in each county under the age of 21 years, as ascertained from the next preceding State or Federal census, and shall issue an order upon the county collector to pay to the county superintendent of schools the amount of such order out of the first funds collected by him and not otherwise appropriated by law, and take the county superintendent's receipt for the same.

§ 212. The orders issued by the Auditor of Public Accounts for the common school fund shall be received by the State Treasurer in payment of amounts due the State from county collectors. On presentation of such orders the Auditor shall issue his warrants to the treasurer on the school fund for the amount of the school fund tax orders, and on the revenue fund for the amount of the orders for interest on the school fund proper and the surplus revenue.

§ 213. If a collector shall fail or refuse to pay the amount of an Auditor's order, or any part thereof, by the 1st day of March, annually, or as soon thereafter as it may be presented, the county superintendent shall begin an action for debt against the collector and his securities in any court having competent jurisdiction, and unless it shall appear to the satisfaction of the court that on the 1st day of March, or on the day of presentation of payment thereafter, the collector had not collected funds sufficient to pay such order, interest at

the rate of 12 per cent per annum upon the amount due shall be assessed as damages and included in the judgment against the collector.

§ 214. On or before the 30th day of September of each year the county collectors, county superintendents of schools, township collectors, and all other persons paying money into the hands of school treasurers for school purposes, shall notify in writing the presidents of school trustees and the clerks of school directors of the amount paid into the treasurer's hands and the date of payment.

§ 215. The county superintendent of schools shall apportion and distribute, under rules and regulations prescribed by the Superintendent of Public Instruction, the principal of the county fund to the townships and parts of townships in his county, according to the number of persons under 21 years of age returned to him. The principal of the county fund so distributed shall be added to the principal of the township fund of the townships and parts of townships in his county. The interest, rents, issues and profits, arising and accruing from the principal of the county fund shall be distributed to the townships and parts of townships in his county, as required by the provisions of this Act.

§ 216. All bonds, notes, mortgages, moneys and effects which have accrued or may accrue from the sale of the sixteenth section of the common school lands of any township, or from the sale of any real estate or other property taken on any judgment or for any debt due to the principal of any township fund, and all other funds of every description which have been or may be carried to and made part of the principal of any township fund, shall forever constitute the principal of the township fund; and no part thereof shall ever be distributed or expended for any purpose whatever, but shall be loaned and held to use, rent or profit, as provided by law. The interest, rents, issues and profits arising and accruing from the principal of any township fund shall be distributed in the manner and at the times provided by this Act; nor shall any part of such interest, rents, issues and profits be carried to the principal of any township fund, unless it shall appear on the first Monday in October in any year that there is rent, interest, issues, profits or other funds not required for distribution. In such case the amount not required for distribution may, in the discretion of the trustees of schools, be added to the principal of the township fund and loaned as such.

SCHOOL LANDS.

§ 217. Section 16 in every township, and the sections and parts of sections granted in lieu of all or part of such section, and also the lands granted for the use of schools to the inhabitants of fractional townships in which there is no section 16, or in case such section shall not contain the proper proportion for the use of schools in such fractional townships, shall be held as common school lands; and the provisions of this Act referring to common school lands shall be deemed to apply to them.

§ 218. All the business of a township, relating to common school lands shall be transacted in the county which contains all or the greater portion of such lands.

§ 219. The trustees of schools in townships in which section 16, or other lands granted in lieu thereof, remain unsold, or which has title to any other school lands whatsoever, may rent or lease the same for an annual rent to be paid in money. The contract made by the president and clerk, under the direction of the trustees of schools, with the lessee or lessees, for the rent or lease of such lands, shall be in writing and shall be filed with the records of the board, and a copy transmitted to the county superintendent. In case of default in the payment of the rent, the trustees shall at once proceed to collect the same by distress, or otherwise, as may be provided by law for the collection of rents by landlords. No lease taken under the provisions of this Act shall be for a longer period than five years, except when such lands are leased for the purpose of having permanent improvements made thereon, as in cities and villages. The provisions of this section shall not apply to cities having a population of over one hundred thousand inhabitants.

§ 220. The trustees of schools of any township are hereby authorized to sell and convey to any railroad company a right of way across any school lands of such township, and necessary depot grounds.

§ 221. If any person shall, without being duly authorized, cut, fell, box, bore, destroy or carry away any tree, sapling or log standing or being upon the school lands, such person shall forfeit and pay, for every tree, sapling or log so felled, boxed, bored, destroyed or carried away, the sum of eight dollars, which penalty shall be recovered with costs of suit, by action of debt or assumpsit, before any justice of the peace, or in the county or circuit court, either in the corporate name of the board of trustees of the township to which the land belongs, or by *qui tam* action in the name of any person who will first sue for the same. One-half of the judgment secured in such action shall go to the person suing and the other half to the township. When two or more persons shall be concerned in the same trespass, they shall be jointly and severally liable for the penalty herein imposed.

§ 222. Every trespasser upon common school lands shall be liable to indictment, and, upon conviction, shall be fined three times the amount of the injury occasioned by the trespass, and shall stand committed as in other cases of misdemeanor.

§ 223. All penalties and fines collected under the provisions of the two preceding sections shall be paid to the township treasurer and be added to the principal of the township fund.

§ 224. When the inhabitants of any township shall desire the sale of the common school lands of such township, they shall present to the county superintendent of the county in which the school lands of the township or the greater part thereof lie, a petition for their sale. Such petition shall be signed by at least two-thirds of the legal voters of the township. The petition must be signed in the presence of at least two adult citizens of the township, after the true meaning and purpose thereof have been explained; and an affidavit must be affixed thereto by the two citizens witnessing the signing, which affidavit shall state the number of inhabitants in the township 21 years of age and over, and the petition so verified shall be delivered to the county superin-

tendent for his action thereon. In townships having a population of more than 10,000 inhabitants, such petition shall be signed by at least one-tenth of the legal voters of the township, and delivered to the county superintendent at least fifteen days preceding the regular election of trustees, or the date of a special election which may be called for such purpose; and thereupon it shall be the duty of the county superintendent to notify the voters of such township that an election for or against the proposition to sell common school lands of the township, or a portion thereof, will be held at the next regular election of trustees, or at a special election called for that purpose, by posting notices of such election in at least ten of the most public places throughout such township, for at least ten days before the date of such regular or special election, which notice may be in the following form, to-wit:

ELECTION FOR SALE OF COMMON SCHOOL LANDS.

Notice is hereby given that on.....the.....day of....., 1...., an election will be held at.....for the purpose of voting "for" or "against" the proposition to sell common school lands of the township, to-wit: (here insert description of the lands). The polls will be opened at.....o'clock.....m, and closed at.....o'clock.....m.

A..... B.....
County Superintendent.

The ballots of such election shall be received and canvassed as in other elections provided for in this Act, and returns of the results thereof made to the county superintendent, and if two-thirds of the vote upon such proposition shall have been cast in favor of the sale, the county superintendent shall act thereon. No section shall be sold in any township containing fewer than 200 inhabitants; and common school lands in fractional townships may be sold when the number of inhabitants and the number of acres are in, or above, a ratio of 200 to 640, but not before.

§ 225. Any fractional township not having the requisite number of inhabitants to petition for the sale of school lands, which has not heretofore been united with any township for school purposes, and which does not contain a sufficient number of inhabitants to maintain a free school, is hereby attached for school purposes, to the adjacent congressional township having the longest territorial line bordering on such fractional township, and all the provisions of this Act shall apply to such united townships the same as though they were one and the same township.

§ 226. When the petition and affidavits are delivered to the county superintendent, he shall notify the trustees of the township, who shall immediately divide the land into tracts or lots, of such form and quantity as will produce the largest sum of money, and cause a plat of the same to be made with each lot numbered and defined so that its boundaries may be forever ascertained.

§ 227. In subdividing common school lands, no lot shall contain more than eighty acres, and the division may be into town or village lots, with roads, streets or alleys between them and through the same; and all such divisions are hereby declared legal and all such roads, streets and alleys, public highways.

§ 228. After the school lands have been subdivided and platted, the trustees of schools shall fix the value of each lot, certify to the

correctness of the plat, stating in the certificate the value of each lot, and describing it so that it may be identified; which plat and certificate shall be delivered to the county superintendent, and shall govern him in advertising and selling such lands.

§ 229. Upon receipt of the plat and certificate of valuation the county superintendent shall advertise the sale of such land in lots, as divided and platted, by posting notice thereof in at least six public places in the county forty days before the day of sale, describing the land and stating the time, place and terms of sale. Such notice shall also be printed each week for four weeks before the day of sale in a newspaper published in the county, and shall be in the following form, to-wit:

NOTICE OF SALE.

Notice is hereby given that on the.....day of....., 1.... between the hours of 10:00 o'clock a. m., and 6:00 p. m., the undersigned, superintendent of schools of.....county, will sell at public sale to the highest bidder, at the.....door of the court house in (or on the premises), the following described real estate, the same being a part of the school lands of township No....., range No., as divided, and platted by the trustees of schools of said township, to-wit: (Here insert full and complete description of said premises.) Said lands will be sold for cash in hand, with the privilege to any purchaser of borrowing from the undersigned the whole or part of the payment of his bid, for not less than one nor more than five years, upon his paying interest and giving security, as required in case of a loan obtained from the township fund.

Dated this.....day of....., 1....

A..... B.....
County Superintendent.

§ 230. Upon the day of sale, the county superintendent shall proceed to make sales as follows: He shall begin at the lowest numbered lot and proceed regularly to the highest numbered, until they are all sold or offered. No lot shall be sold for less than its valuation. The sale may continue from day to day. Each lot shall be sold separately, and offered long enough to enable any person present to bid who may desire to do so.

§ 231. At the close of each day's sale the purchasers shall each pay or secure the payment of the purchase money. In case of a failure to do so by 10 o'clock the succeeding day, the lot purchased shall again be offered at public sale, on the same terms as before. If the sale is or is not made the former purchaser shall be required to pay the difference between his bid and the valuation of the lot, and in case of his failure to make such payment, the county superintendent may forthwith institute an action of debt or assumpsit in his name, as superintendent, for the use of the inhabitants of the township where the land lies, for the required sum; and upon making proof, shall be entitled to judgment, with costs of suit which, when collected, shall be added to the principal of the township fund.

§ 232. All lands not sold at public sale, as herein provided for, shall be subject to sale at any time hereafter, at the valuation; and the county superintendents are authorized and required, when in their power, to sell all such lands at private sale, upon the terms at which they were offered at public sale.

§ 233. In all cases in which common school lands have been valued and have remained unsold for two years after having been offered for sale in conformity to this Act, the trustees of schools where such lands are situated may vacate the valuation thereof by an order to be entered in Book A of the county superintendent, and cause a new valuation to be made, if, in their opinion, the interests of the township will be promoted thereby. They shall make the second valuation in the same manner as the first, and shall deliver to the county superintendent a plat of the land at such second valuation, with the order of vacation, to be entered, as aforesaid; whereupon the county superintendent shall offer the land for sale, as if no former valuation had been made. The second valuation may be made by the trustees of schools without a petition.

§ 234. Upon the completion of every sale the county superintendent shall deliver to the purchaser a certificate of purchase including the name and residence of the purchaser and the price and description of the land.

§ 235. Every purchaser of common school lands shall be entitled to a patent from the State, conveying and assuring the title. Patents shall be issued by the Auditor of Public Accounts from returns made to him by the county superintendent. They shall contain a description of the land granted, and shall be in the name of and signed by the Governor, countersigned by the Auditor, with the great seal of State affixed thereto by the Secretary of State, and shall operate to vest in the purchaser a perfect title in fee simple. When patents are executed as herein required, the Auditor shall note on the list of sales the date of each patent, in such manner as to perpetuate the evidence of its date and delivery, and thereupon transmit the same to the county superintendent of the proper county, to be by him delivered to the patentee, his heirs or assigns, upon the return of the original certificate of purchase, which certificate, when returned, shall be filed and preserved by the county superintendent; and all such patents so issued by the State for school lands, or duly certified copies thereof from any record legally made, shall, after a lapse of ten years from the date of such patent, and such sale having been acquiesced in for ten years by the inhabitants of the township in which the land so conveyed may be situated, be conclusive evidence as to the legality of the sale, and that the title to such land was, at the date of the patent, legally vested in the patentee.

§ 236. Purchasers of common school lands, and their heirs or assigns, may obtain certified copies of certificates of purchase and patents, upon filing affidavit with the county superintendent in respect to certificates, and with the Auditor in respect to patents, proving the loss or destruction of the originals; and such copies shall have the force and effect of originals.

§ 237. The trustees of schools are hereby authorized to dedicate to public use, for street and highway purposes, as much of the unimproved common school lands as may be necessary to open or extend any street or highway which may be ordered by the municipal authorities to be opened or extended, if they shall be of the opinion that the benefit to accrue from the opening or extending of such street or high-

way will compensate for the strip so dedicated. It shall not be lawful for any street or other railroad to lay tracks on any strip of the common school lands so dedicated, or use the same or any part thereof for railroad or street railroad purposes, except upon the purchase or lease of the land from the proper authorities, or upon payment to the school fund of the township of the value of such use or land, the same as if no street or highway had been laid out thereon, to be determined by condemnation proceedings. This section shall not in any way affect existing leases or contracts for the lease or purchase of common school lands.

FINES, FORFEITURES AND PENALTIES.

§ 238. All fines, forfeitures and penalties imposed or incurred in any of the courts of record, or before any justice of the peace of the State, except fines, forfeitures and penalties incurred or imposed in incorporated towns or cities for the violation of the by-laws or ordinances thereof, shall, when collected, be paid to the county superintendent of schools of the county wherein such fines, forfeitures or penalties have been imposed or incurred, and the county superintendent of schools shall give his receipt therefor to the person from whom such fine, forfeiture or penalty was received.

§ 239. It shall be the duty of the State's attorneys of the several counties to enforce the collection of all fines, forfeitures and penalties imposed or incurred in the courts of record of their respective counties, and to pay the same to the county superintendent of the county wherein the same have been imposed or incurred, retaining therefrom the fees and commissions allowed them by law.

§ 240. It shall be the duty of the justices of the peace to enforce the collection of all fines, forfeitures and penalties imposed by them; and to pay the same to the county superintendent of the county in which the same were imposed.

§ 241. Clerks of courts of record, State's attorneys and all justices of the peace shall report, under oath, to the county court of their respective counties, by the 1st of March, annually, the amount of such fines, forfeitures and penalties imposed or incurred in their respective courts, and the amount of such fines, forfeitures and penalties collected by them, giving each item separately; and if any such officer has collected no such fines, forfeitures or penalties he shall make affidavit to such fact, and file the same with the county superintendent. The judges of the county court shall inspect the said reports, and may hear evidence thereon, and if found correct and truthful, shall enter an order approving such report, and directing that any moneys in the hands of such officers so reporting shall be paid over to the superintendent of schools. If the court shall not approve such report, he may order another one to be made, and upon a failure to comply with the order of the court, or to make a satisfactory report, the court may state an account and enter an order to pay over, as herein provided. The court, for all purposes for carrying out the provisions of this section, shall have power to examine books and papers as provided in section 243 of this Act, and shall have power to issue subpoenas for both books and persons. No report shall be approved until the court

shall have given the superintendent five days' notice of the same, and the superintendent shall be allowed to inspect the report, and may be heard by the court concerning the same. The officers charged with the collection of fines, forfeitures and penalties, the said clerks, State's attorneys and justices of the peace, for a failure to make such report, shall be liable to a fine of twenty-five dollars for each offense, such fine to be recovered in a civil action, before any court, at the suit of the county superintendent of schools of the proper county.

§ 242. For a failure to pay any fine, forfeiture or penalty, on demand, to the person who is by law authorized to receive the same, the officer or person having collected the same, or having the same in his possession or control, shall forfeit and pay double the amount of such fine, forfeiture or penalty, to be recovered before any court having jurisdiction thereof, in a *qui tam* action, one-half to be paid to the informer and one-half to the distributive fund of the proper county.

§ 243. In case any clerk of a court of record, State's attorney or justice of the peace shall fail to make the report provided for in section 238 of this Act, the county court shall have power, and it is hereby made the duty of the judge of said court, to examine all records pertaining to the office of such delinquent officer and enforce the payment of whatever sum may be found due the school fund from such delinquent officer. For the purpose of making such examination, the county court shall have the right to call for any paper or papers, docket, fee book or other record belonging to the office of such delinquent officer, and in case such delinquent officer fails or refuses to furnish such paper, docket, fee book or other record for the inspection or use of such county court, he shall forfeit the sum of one hundred dollars, to be recovered in an action of debt or assumpsit, before any court of this State having jurisdiction of the actions of debt and assumpsit, and such penalty, when collected, shall be paid into the distributive fund of the proper county.

LIABILITY OF SCHOOL OFFICERS.

§ 244. When the county superintendent of schools of any county shall notify the trustees of schools of a township, in writing, that the notes, bonds, mortgages or other evidences of indebtedness which have been taken officially by the township treasurer, are not in proper form, or that the securities which he has taken are insufficient, it shall be the duty of the trustees to take at once such action as may be necessary to protect the property or fund of the township and the district. For a failure or refusal to take such action within twenty days after such notice, the trustees of schools, each in his individual capacity, shall be liable to a fine of not less than twenty-five nor more than one hundred dollars, to be recovered before any justice of the peace, or information in the name of the People of the State of Illinois, provided such insufficiency is proven, and, when collected, such fine shall be paid to the county superintendent of the proper county for the use of the schools. The payment of this fine shall not relieve the board of trustees from any civil liability they may have incurred from such neglect of duty.

§ 245. When a change shall be made in the boundaries of a school district, and a written statement of such change shall be delivered to

the county clerk, it shall be the duty of the county clerk to file such statement and all papers relating thereto and record them. And in case of a neglect or failure to do so the said county clerk shall be liable to a penalty of twenty-five dollars, to be recovered by an action of debt, before any justice of the peace, at the suit of the county superintendent, for the benefit of the school fund of the county.

§ 246. Trustees of schools shall be liable, jointly and severally, for the sufficiency of securities taken from township treasurers; and in case of judgment against any treasurer and his securities for or on account of any default of such treasurer, on which the money shall not be made for want of sufficient property whereon to levy execution, action on the case may be maintained against the trustees, jointly and severally, and the amount not collected on the judgment shall be recovered with costs of suit from such trustees. If the trustees can show, satisfactorily, that the security taken from the treasurer, was, at the time it was taken, good and sufficient, they shall not be liable.

§ 247. If the trustees of schools shall fail to observe the provisions of this Act in reference to the distribution of funds and property when a new district is formed, they shall be individually and jointly liable to the district interested, in an action on the case, to the full amount of the damages sustained by the district aggrieved. When trustees have heretofore failed to make the distribution of property to districts, as provided by this Act, the district interested in such distribution may, by its directors, request the trustees in writing to make such distribution; and the trustees shall make it in the manner prescribed, and shall be liable, as herein stated, for the neglect or failure to do so.

§ 248. The clerk of any board of trustees who shall fail, neglect or refuse to perform the duties imposed upon him by this Act, within the time or in the manner prescribed, shall, for each offense, forfeit not less than ten dollars, nor more than twenty-five dollars, of his pay as clerk of the trustees of schools and township treasurer, which forfeiture shall be enforced by the trustees.

§ 249. For a failure on the part of the treasurer, clerk of any board of directors, or any director, to comply with any of the requirements of this Act, he shall be liable to a penalty of not less than \$5.00 nor more than \$50.00, to be recovered before any justice of the peace of the county in which the offense is committed.

§ 250. For any failure or refusal to perform all the duties required of the township treasurer by law, he shall be liable to the trustees of schools, upon his official bond, for all damages sustained, to be recovered by action of debt by the trustees for the use of the township, before any court having jurisdiction of the amount of damages claimed; but if the treasurer, in any failure or refusal, acted under and in conformity to a requisition or order of the trustees of schools, or a majority of them, entered upon their journal and subscribed by their president and clerk, then, and in that case, the trustees of schools or those voting for such requisition or order, and not the treasurer, shall be liable, jointly and severally, to the inhabitants of the township for such damages, to be recovered by an action of assumpsit in the official name of the county superintendent of schools, for the use of the townships: *Provided, however,* that the township treasurer shall be liable

for any part of the judgment obtained against the trustees of schools which can not be collected on account of their insolvency.

§ 251. If judgment shall be obtained against any trustee of schools or directors, the party entitled to the benefit of such judgment may have execution therefor as follows: The court in which such judgment shall be obtained, or to which such judgment may be removed by transcript or appeal from a justice of the peace, or other court, shall issue a writ commanding the directors, trustees and treasurer of such township to cause the amount thereof, with interest and costs, to be paid to the party entitled to the benefit of such judgment, out of any moneys of such township or district unappropriated, or if there be no such moneys, out of the first moneys applicable to the payment of the kind of services or indebtedness for which such judgment shall be obtained, which shall be received for the use of such township or district, and to enforce obedience to such writ by attachment, or by mandamus, requiring such board to levy a tax for the payment of such judgment; and all legal processes, as well as writs to enforce payment, shall be served either on the president or the clerk of the board.

§ 252. Trustees of schools, or either of them, failing or refusing to make returns of children in their township according to the provisions of this Act, or if either of them shall knowingly make a false return, the party so offending shall be liable to a penalty of not less than \$10.00 nor more than \$100.00, to be recovered by an action of assumpsit before any justice of the peace of the county; which penalty, when collected, shall be added to the distributive fund of the township in which the trustees reside.

§ 253. If the judges of a school election called for any legal purpose shall fail or neglect to deliver a copy of the poll book of any such election, with a certificate thereon showing the results of such election, to the officer to whom such return shall be made, within ten days after such election, they shall be severally liable to a penalty of not less than \$25.00 nor more than \$100.00, to be recovered in the name of the People of the State of Illinois, by an action of debt before any justice of the peace of the county. The penalty, when collected, shall be added to the distributive fund of the township.

§ 254. If the school directors of any district in this State shall fail to examine and deliver to the township treasurer on or before the seventh day of July, annually, all teachers' schedules made and certified as required by law, and covering the time taught during the school year ending June 30, they shall be personally liable to the district for any and all loss sustained by it through their failure to do so.

§ 255. Any director who shall be interested in a contract made by the board of which he is a member shall be liable to indictment, and upon conviction shall be fined in a sum not less than \$25.00 and not more than \$500.00, and may be imprisoned in the county jail not less than one nor more than twelve months, at the discretion of the court.

§ 256. For any failure to comply with the requisitions of section 84 of this Act, the treasurer or other person neglecting or refusing shall be liable to a penalty of not less than ten nor more than one hundred dollars, at the discretion of the court before which judgment may be obtained, to be recovered in an action of debt before any justice of the

peace, for the benefit of the distributive fund of such township: *Provided, however*, that the obtaining or payment of such judgment shall in no wise discharge or diminish the obligations of the persons signing the official bond of such township treasurer.

§ 257. If any county superintendent, trustee of schools, township treasurer, director or any other person entrusted with the care, control, management or disposition of any school, college, seminary or township fund for the use of any county, township, district or school, shall convert such funds, or any part thereof, to his own use he shall be liable to indictment, and, upon conviction, shall be fined in a sum not less than double the amount of money converted to his own use, and imprisoned in the county jail not less than one nor more than twelve months, at the discretion of the court.

§ 258. The real estate of county superintendents, of township treasurers, and all other school officers, and of the securities of each of them, shall be bound for the satisfaction and payment of all claims and demands against such superintendents, treasurers and other school officers as such from the date of issuing process against them, in actions or suits brought to recover such claims or demands until satisfaction thereof be obtained; and no sale or alienation of real estate, by any superintendent, treasurer or other officer or security, shall defeat the lien created by this section, but all and singular such real estate held, owned or claimed, shall be liable to be sold in satisfaction of any judgment which may be obtained in such actions or suits.

§ 259. If any county superintendent, trustee, director, or other officer whose duty it is, shall negligently or wilfully fail or refuse to make, furnish or communicate statistics and information, or shall fail to discharge the duties enjoined upon them, or either of them, at the time and in the manner required by the provisions of this Act, he shall be liable to a fine of not less than \$25.00, to be recovered before any justice of the peace at the suit of any person, on information in the name of the People of the State of Illinois, and when collected, the fine shall be paid to the county superintendent of schools.

§ 260. No State, county, township or district school officer or teacher shall be interested in the sale, proceeds or profits of any book, apparatus or furniture used or to be used in any school in this State with which such officer or teacher may be connected; and for offending against the provisions of this section such State, county, township or district school officer or teacher shall be liable to indictment, and upon conviction shall be fined not less than twenty-five nor more than five hundred dollars, and may be imprisoned in the county jail not less than one nor more than twelve months, at the discretion of the court.

§ 261. Any school officer or officers, or any other person, who shall exclude or aid in excluding from the public schools, on account of color, any child who is entitled to the benefits of such school, shall be fined, upon conviction, not less than five nor more than one hundred dollars.

§ 262. Any person who shall, by threats, menace or intimidation, prevent any colored child entitled to attend a public school in this State from attending such school shall, upon conviction, be fined not exceeding \$25.00.

§ 263. No county, city, town, township, school district or other public corporation shall make any appropriation, or pay from any school fund whatever, anything in aid of any church or sectarian purpose, or to support or sustain any school, academy, seminary, college, university or other literary or scientific institution controlled by any church or sectarian denomination whatever; nor shall any grant or donation of money or other personal property, be made by any such corporation to any church or for any sectarian purpose. Any officer, or other person having under his charge or direction school funds or property, who shall pervert the same in the manner forbidden in this section shall be liable to indictment, and, upon conviction, shall be fined in a sum not less than double the value of the property so perverted, and imprisoned in the county jail not less than one nor more than twelve months, at the discretion of the court.

§ 264. County superintendents, trustees of schools, township treasurers and directors, or either of them, or any other officer having charge of school funds or property, shall be pecuniarily responsible for all losses sustained by any county or township fund, by reason of any failure on his or their part to perform the duties required of him or them by the provisions of this Act, or by any rule or regulation authorized to be made by the provisions of this Act, and each and every one of the officers aforesaid shall be liable for any such loss sustained as aforesaid, and the amount of such loss may be recovered in a civil action brought in any court having jurisdiction thereof, at the suit of the State of Illinois, for the use of the county, township or fund injured; the amount of the judgment obtained in such suit shall, when collected, be paid to the proper officer for the benefit of the county, township or fund injured.

MISCELLANEOUS.

§ 265. All school officers elected in pursuance of any general law now in force shall hold their respective offices until their successors are elected and qualified under the provisions of this Act.

§ 266. Trustees of schools, school directors or other school officers performing like duties, shall receive no pecuniary compensation, but they shall be exempt from road labor and military duty during their term of office.

§ 267. No justice of the peace, constable, clerk of any court, sheriff or coroner shall charge any costs in any suit in which any school officer, school corporation or any agent of any school fund, suing for the recovery of the same, or any interest due thereon, is plaintiff and shall be unsuccessful in such suit; nor in case the costs cannot be recovered from the defendant by reason of the insolvency of such defendant.

§ 268. No person shall vote at any school election held under the provisions of this Act who does not possess the qualifications of a voter at a general election.

§ 269. Any woman who has attained the age of 21 years, and who possesses the qualifications prescribed, shall be eligible to any office under the general or special school laws of this State.

§ 270. Any woman who is a citizen and has attained the age of 21 years, who shall have resided in the State one year, in the county

ninety days and in the election district thirty days preceding any election held for the purpose of choosing any school officer under the general or special school laws of this State, shall be entitled to vote at such election, when registered in the manner provided by law. If the election of school officers shall occur at the time other public officers are elected, the ballot offered by any woman shall contain only the names of candidates for school officers. Such ballots shall be deposited in a separate ballot box, but canvassed with other ballots cast for school officers at such election.

§ 271. The Governor shall, annually, in the spring, designate by official proclamation, a day or days to be known as "Arbor and Bird Day," to be observed throughout the State as a day for planting trees, shrubs and vines about the homes and along highways, and about public grounds within this State, and as a day on which to hold appropriate exercises in the public schools and elsewhere, tending to show the value of trees and birds and the necessity for their protection.

§ 272. The proceedings of the State Teachers' Association, when approved by the Superintendent of Public Instruction, shall be printed and bound by the Secretary of State, on the same terms as the proceedings of State boards, and the Auditor of Public Accounts shall draw his warrant therefor on the State Treasurer to be paid out of the appropriation for printing, upon a voucher properly certified by the Board of Commissioners of State Contracts.

§ 273. The nature of alcoholic drinks and other narcotics and their effects on the human system shall be taught in connection with the various divisions of physiology and hygiene, as thoroughly as are other branches, in all schools under State control, or supported wholly or in part by public money, and also in all schools connected with reformatory institutions. All pupils in the above mentioned schools, below the second year of the high school and above the third of school work, computing from the beginning of the lowest primary year, or in corresponding classes of ungraded schools, shall be taught and shall study this subject every year from suitable text books in the hands of all pupils, for not less than four lessons a week for ten or more weeks of each year, and must pass the same tests in this as in other studies. In all schools above mentioned all pupils in the lowest three primary school years, or in corresponding classes in ungraded schools, shall each year be instructed in this subject orally for not less than three lessons a week for ten weeks in each year, by teachers using text books adapted for such oral instruction as a guide and standard. The local school authorities shall provide needed facilities and definite time and place for this branch in the regular courses of study. The text books in the pupils' hands shall be graded to the capacity of the fourth year, intermediate, grammar and high school pupils, or to corresponding classes as found in ungraded schools. For students below high school grade such text books shall give at least one-fifth their space, and for students of high school grade shall give not less than twenty pages, to the nature and effects of alcoholic

drinks and other narcotics. The pages on this subject, in a separate chapter at the end of the book, shall not be counted in determining the minimum. In all normal schools, teachers' training classes and teachers' institutes, adequate time and attention shall be given to instruction in the best method of teaching this branch, and no teacher shall be licensed who has not passed a satisfactory examination in this subject and the best methods of teaching it. Any school officer or officers who shall neglect or fail to comply with the provisions of this section shall forfeit and pay for each offense the sum of not less than five dollars nor more than twenty-five dollars.

§ 274. Every person having control of any child between the ages of seven and sixteen years, shall annually cause such child to attend some public or private school for the entire time during which the school attended is in session, which shall not be less than six months of actual teaching: *Provided, however,* that this Act shall not apply in case the child has been or is being instructed for a like period in each and every year in the elementary branches of education by a person or persons competent to give such instruction, or in case the child's physical or mental condition renders his or her attendance impracticable or inexpedient, or in case the child is excused for temporary absence for cause by the principal or teacher of the school which said child attends, or in case the child is between the ages of fourteen and sixteen years and is necessarily and lawfully employed during the hours when the public school is in session. For every neglect of the duty prescribed by this section, the person so offending shall forfeit to the use of the public schools of the city, town or district in which such child resides, a sum not less than five dollars nor more than twenty dollars and costs of suit, and shall stand committed until such fine and costs of suit are paid.

§ 275. The board of education or the board of school directors, as the case may be, shall appoint at the time of election of teachers one or more truant officers whose duty it shall be to report all violations of the preceding section to the board of education or board of directors and to enter complaint against and prosecute all persons who shall appear to be guilty of such violation. It shall also be the duty of the truant officer to arrest any child of school going age that habitually haunts public places and has no lawful occupation, and also any truant child who absents himself or herself from school, and to place him or her in charge of the teacher having charge of any school which said child is by law entitled to attend, and which school shall be designated to said officer by the parent, guardian or person having control of said child. In case such parent, guardian or person shall designate a school without making or having made arrangements for the reception of said child in the school so designated, or in case he refuses or fails to designate any school, then such truant officer shall place such child in charge of the teacher of the public school. And it shall be the duty of said teacher to assign said child to the proper class and to instruct him or her in such studies as he or she is fitted to pursue.

The truant officer so appointed shall be entitled to such compensation for services rendered under this Act as shall be determined by the board appointing him, which compensation shall be paid from the distributive fund of the district: *Provided, however,* that nothing herein shall prevent the parent, guardian or person having charge of such truant child, which has been placed in any school by the truant officer, to send said child to any other school which said child is by law entitled to attend. Any person having control of a child, who, with intent to evade the provisions of this section, shall make a false statement concerning the age or the employment of such child or the time such child has attended school, shall for such offense forfeit a sum of not less than three dollars nor more than twenty dollars for the use of the public schools of the district.

§ 276. This Act shall not be construed so as to repeal or change, in any respect, any special Act in relation to schools in cities having a population of fewer than 100,000 inhabitants, or cities, townships or districts, except that in every such city, township, or district the limit of taxation for educational and building purposes shall be the same as that fixed in section 189 of this Act; and except that it shall be the duty of the several boards of education or other officers of any city, township or district, having in charge schools under the provisions of any special Act or Acts, on or before the 15th day of July preceding each session of the General Assembly of this State, or annually, if required so to do by the Superintendent of Public Instruction, to report statistics and other information relating to schools, and the enumeration of persons as required of trustees of schools or directors, under the provisions of this Act, or so much thereof as may be applicable to such city, township or district, to the county superintendent of the county in which such city, township or district is situated; nor shall it be lawful for the county superintendent, or any other officer or person, to pay over any portion of the common school fund to any local treasurer, school agent, clerk, board of education or other officer or person of any city, township or district, unless a report of the number of persons, and other statistics relating to schools, and such other information as may be required by the trustees of schools or school directors, and other school officers and teachers, under the provisions of this Act, shall have been filed with the superintendent of the proper county.

§ 277. An Act to establish and maintain a system of free schools, approved May 21, 1889, as amended, is hereby repealed.

§ 278. WHEREAS, An emergency exists, this Act shall take effect from and after its passage.

APPROVED June 12, 1909.

SUPPLEMENTAL ACTS.

BOARD OF EDUCATION APPOINTED.

AN ACT *to provide for the appointment of school directors and members of the board of education in certain cases.*

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That in all cases, where, by the provisions of any general or special law, the members of any common council of any city have been made *ex officio* school directors, or members of the board of education in and for the school district of which the said city shall constitute the whole or a part, the said school directors or members of the board of education shall hereafter be appointed as hereinafter provided.

1. The application of this Act relates only to the school districts that include the cities of Alton, Carlinville, Galena, LaHarpe, Lake Forest, Macomb, Rockford and Waukegan.

§ 2. It shall be the duty of the mayor of said city, at the first regular meeting of the city council after each annual municipal election, and after his installation into office, to nominate and place before the council, for confirmation as school director or members of the board of education, as the case may be, one person from each ward of said city to serve for two years, and one person from the city at large to serve for one year, and if the persons so appointed shall be so confirmed by a majority vote of the city council, to be entered of record, the persons so appointed, together with such persons theretofore appointed under the provisions of this Act, to which this is an amendment, whose terms of service will not expire within one year, shall constitute the board of education or school directors for such district: *Provided*, that the person appointed from the city at large for one year shall be president of said board of education or school directors, but shall have no vote in such board excepting in case of a tie: *And, provided, further*, that the term of office of all persons heretofore appointed under the provisions of the Act to which this is an amendment, whose terms of office expire within one year, shall terminate at the first regular meeting of the city council after the annual meeting, and upon the appointment and confirmation of their successors. (As amended by Act approved and in force May 28, 1889.)

§ 3. The said persons shall, as soon as practicable after their appointment, organize by electing one of their number secretary, who shall hold his office for one year. All rights, powers and duties heretofore exercised by and devolved upon the members of the city council, as *ex officio* members of the board of education, or school directors, shall devolve upon and be exercised by the members of the board of education and school directors appointed under the provisions of this Act. (As amended by Act approved and in force May 28, 1889.)

§ 4. In all school districts to which this Act shall apply the boards of education or school directors shall annually, before the first day of August, certify to the city council, under the hands and seals of the president and secretary of the board, the amount of money required to be raised by taxation for school purposes in said district for the ensuing year, and the said city council shall thereupon cause the said amount to be levied and collected in the same manner now provided by law for the levy and collection of taxes for school purposes in such district, but the amount to be so levied and collected shall not exceed the amount now allowed to be collected for school purposes by the general school laws of this State; and when such taxes have been collected and paid over to the treasurer of such city or school district, as may be provided by the terms of the Act under which such district has been organized, such funds shall be paid out only on the order of the board of education or school directors, signed by the president and secretary of such board.

§ 5. That whenever there is no money in the hands of the treasurer of any school district, to which this Act shall apply, for educational or building purposes, it shall be lawful for the school directors or the board of education of such district to draw and issue warrants against and in anticipation of any taxes already levied for educational or building purposes, to the extent of seventy-five per centum of the total amount of any such taxes levied. Warrants drawn and issued under the provisions of this section shall show upon their face that they are payable solely from said taxes when collected, and not otherwise, and shall be received by any collector of taxes in payment of the taxes against which they are issued, and which taxes against which said warrants are drawn shall be set apart and held for their payment. Every warrant issued under this section shall bear interest, payable only out of the taxes against which it shall be drawn, at a rate not to exceed five per centum, per annum, from the date of its issuance until paid, or until notice shall be given by publication in a newspaper or otherwise, that the money for the payment of said warrant is available, and that it will be paid upon presentation. (Added by an Act approved May 20, 1915.)

§ 6. All warrants heretofore drawn, issued and disposed of by the school directors or board of education of any school district, to which this Act applies, for educational or building purposes are hereby validated, and insofar as such warrants are outstanding and unpaid, are hereby made legal and valid obligations of the school district or corporate body issuing the same. (Added by an Act approved May 20, 1915.)

APPROVED May 29, 1879.

BOARD OF EDUCATION ELECTED.

AN ACT to give cities, incorporated towns, townships and districts, in which free schools are now managed under special Acts, authority to elect boards of education having the same powers as boards of education now elected under the general free school laws of this State.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That any city, incorporated

town, township or district having a population of not less than 1,000 and not over 20,000 inhabitants, in which free schools are now managed under any special Act, may, by vote of its electors, determine to elect, instead of the directors or other governing or managing board, now provided for by such special Act, a board of education which shall be elected at the time and in the manner and have the powers now conferred by law upon boards of education of districts not governed by any special Act.

§ 2. Upon petition of fifty voters of such city, town, township or district, presented to the board having the control and management of schools in such city, town, township or district, it shall be the duty of such board, at the next ensuing election to be held in such city, town, township or district, to cause to be submitted to the voters thereof, giving not less than fifteen days' notice thereof, by posting not less than five notices in the most public places in such city, town, township or district, the question of "electing a board of education having the powers conferred upon such boards in districts organized under the free school laws," which notice may be in the following form, to-wit:

Public notice is hereby given, that on the.....day of.....A. D., an election will held at....., between the hours of m. and m. of said day, for the purpose of deciding the question of "electing a board of education having the powers conferred upon such boards in districts organized under the free school law."

If it shall appear, upon a canvass of the returns of such election, that a majority of the votes cast at such election are "for electing a board of education having the powers conferred upon such boards in districts organized under the free school law," then at the time of the next regular election for boards of education under the free school law, there shall be elected a board of education for such district; and should there not be sufficient time to give the notice required by law for such election, then such election may be held on any Saturday thereafter, but all subsequent elections shall be held at the time provided by the free school law.

APPROVED June 2, 1891.

BOARDS OF EDUCATION IN CERTAIN CASES.

AN ACT to provide for the election of boards of education in school districts organized under special Acts of the Legislature of this State, where such school districts are maintained under the general school laws of this State, and where there is no provision in such special Acts for the election of boards of education.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That hereafter, in all school districts in this State organized under any special law of this State, and maintaining public schools under any general school laws of this State, where there is no provision in said special Acts creating such special school districts, for the election of boards of education as otherwise provided, there shall be elected in each of said special school districts, in lieu of the school directors as now provided, a board of

education, to consist of seven members to be elected at the time and in the manner as now provided by the general law for the election and qualification of boards of education in other cases: *Provided*, that at the first election of such board, which shall be held on the third Saturday in April, A. D. 1898, two of such members shall be elected to serve one year two to serve two years, and two to serve three years, and a president of such board shall be elected, whose term of office shall be one year; and annually thereafter there shall be elected in said school district two members of such board, whose term of office shall be three years, and there shall also be elected annually thereafter a president of said board. Said board of education, when so elected and qualified, shall have all the powers of trustees of schools in school townships as is now provided by general law. Said board of education, in addition to the powers of trustees aforesaid, shall also have all the powers of school directors as is now provided for by the general school law of this State; and in addition thereto and inclusive thereof, they shall have all the powers and perform all the duties of boards of education in school districts having a population of not less than 1,000 and not over 100,000 inhabitants under the general school law as the same now exists and as set forth in article 6 of the school law, or shall be conferred by any future alterations thereof by the Legislature. (As amended by an Act approved May 10, 1901.)

1. The provisions of this Act govern the schools only in the Illiopolis, Lockport, Marion, Naperville and Olney districts.

§ 2. WHEREAS, An emergency exists, therefore this Act shall take effect from and after its passage.

APPROVED June 10, 1897.

BOARDS OF EDUCATION IN CERTAIN DISTRICTS.

AN ACT to amend section 1 of an Act entitled, "*An Act to provide for the election of boards of education in certain districts*," approved May 15, 1903, in force July 1, 1903.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That section one (1) of an Act entitled, "*An Act to provide for the election of boards of education in certain districts*," approved May 15, 1903, in force July 1, 1903, be and the same is hereby amended to read as follows:

§ 1. That in all school districts in this State, having a population of over 35,000 by the last Federal census, existing by virtue of any special charter, where the board of directors or board of education is elected or appointed by the common council of the city, of which school district such city may form the whole or a part, and where there are no provisions in the special charter creating such school district, for the election of a board of directors or board of education, there shall be elected hereafter in each of said school districts, in lieu of the present governing body, a board of education, to consist of seven members to be elected at the same time and in the same manner, as provided by the general school law for the election of boards of education in school districts having a population of not less than 1,000 and not more than

100,000 inhabitants. Such board of education when elected and qualified, shall have all the powers of trustees of schools in school townships. It shall also have all the powers of boards of directors, and in addition thereto, all the powers of boards of education elected by virtue of the general school law of this State: *Provided, however,* that where any such school district shall lie wholly within or partly within and partly without any such city, village or incorporated town and said city, village or incorporated town, has adopted or may adopt an Act entitled, "An Act regulating the holding of elections and declaring the result thereof in cities, villages, and incorporated towns in this State," approved June 19, 1885, and in force July 1, 1885, and Acts amendatory thereof, then the board of directors or board of education of such school district shall locate the polling place or places, appoint the judges and clerks and otherwise conduct the election in that portion or part of the school district that lies without such city, village or incorporated town, in the manner now provided by law, except as hereinafter provided, but no one residing without such city, village or incorporated town shall vote at any polling place within, nor shall any one residing within vote at any polling place without, and the votes cast at the polling place or places without such city, village or incorporated town, shall be returned, certified and canvassed as is now provided by law in such cases, and in addition thereto a complete abstract of the vote cast and canvassed shall be made, certified and returned to the board of election commissioners of such city, village or incorporated town: *And, provided, further,* that in all that part or portion of such school district that lies within such city, village or incorporated town, and in such school district, when the same lies wholly within any such city, village or incorporated town, the election for such board of directors or board of education shall be conducted by the board of election commissioners of such city, village or incorporated town and in accordance with the provisions of the said Act of June 19, 1885, and the amendments thereto: *And, provided, further,* when such school district lies partly within and partly without any such city, village or incorporated town, the said board of election commissioners shall certify the returns received by them from the polling place or places without such city, village or incorporated town, to the proper officer or officers; and all the returns so certified and returned by the said board of election commissioners shall be canvassed, together with the returns certified from the polling places within such city, village or incorporated town, by the same canvassing board and the results thereof declared, and certificates of election shall be issued thereon the same as if all such votes had been cast in, certified and returned from such city, village or incorporated town: *And, provided, further,* that the regular election for the members of such board of education in any such school district lying wholly within or partly within and partly without any such city, village or incorporated town, which city, village or incorporated town has adopted or may adopt said Act of June 19, 1885, and Acts amendatory thereof, shall be held on the first Tuesday of the month of April of each and every year after the passage of this Act: *And, provided, further,* that nominations of candidates for the office of member of said board of education to be voted for at all elections provided for in this Act

shall be made only by petition in like manner as is provided for nominations of candidates by petition for town offices in counties under township organization by an Act entitled, "An Act to provide for the printing and distribution of ballots at public expense, and for the nominations of candidates for public offices, to regulate the manner of holding elections, and to enforce the secrecy of the ballot," approved June 22, 1891, in force July 1, 1891, and Acts amendatory thereof; such petitions to be addressed to and filed in the office of the said board of education of such city, village or incorporated town, which board may certify to the said board of election commissioners the petitions so filed; except, however, that such petitions for nominations at the election which may be held on the fourth day of April, 1911, may be filed on or before five days before such election; the said elections in other respects to be held under the provisions of the said Act of June 22, 1891, and Acts amendatory thereof, so far as the same may apply and may not be inconsistent with the provisions of this Act.

1. The foregoing section affects only the school districts in which the cities of Quincy and Springfield are situate.

§ 2. WHEREAS, An emergency exists, therefore, this Act shall take effect and be in force from and after its passage.

APPROVED March 29, 1911.

BONDS.

AN ACT to authorize certain school districts to issue bonds for certain purposes.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That for the purpose of building or repairing school houses, or purchasing or improving school sites, any school district in this State, existing by virtue of any special charter, and governed by such special charter, and special or general school laws, whose boundaries are co-extensive with or greater than the boundaries of any incorporated city, town or village, where authorized by a majority of all the votes cast at an election called for that purpose, may borrow money, and as evidence of such indebtedness, may issue bonds in denominations of not less than one hundred (100) dollars, nor more than one thousand (1,000) dollars, for a term not to exceed twenty (20) years bearing interest at a rate not to exceed five (5) *per centum, per annum*, payable annually, semi-annually or quarterly, and signed by the president and secretary of the school board of such school district: *Provided*, that the amount borrowed in any one year shall not exceed, including existing indebtedness, five (5) *per centum* of the taxable property of such school district, to be ascertained by the last assessment for State and county taxes previous to incurring such indebtedness. (As amended by an Act approved March 30, 1905.)

§ 2. All bonds authorized by virtue of this Act, before being issued, negotiated and sold, shall be registered, numbered and countersigned by the treasurer of such school district. Such register [registration] shall be made in a book provided for this purpose and in this register shall be entered the record of the election authorizing

such school district to issue bonds, and a description of the bonds issued, including the number, date, amount, rate of interest and when payable.

§ 3. All moneys, borrowed by virtue of this Act, shall be paid into the treasury of such school district, and upon receiving such moneys, the treasurer shall deliver the bond or bonds issued therefor, to the person or persons entitled to receive the same, and shall credit the amount received to such school district. The treasurer shall record the exact amount received for each bond issued, and when any bond is paid the treasurer shall cancel the same, and enter in the register opposite the record of such bond, the words "paid and cancelled this day of....., 19....," filling the blanks with the date, month and year corresponding with the date of such payment.

§ 4. Whenever it is desired to hold an election for the purpose of borrowing money, as provided by this Act, the school board of such district in which such election is to be held, shall give ten (10) days' notice of the holding of such election, by posting notices in at least three public places in such school district. Such notices shall specify the place where such election is to be held, the time of opening and closing the polls and the proposition to be voted on. At such election two members of the school board shall act as judges and one shall act as clerk. The judges and clerk shall take the oath required of judges and clerks of an election held for county or township officers. At such election all votes shall be by ballot. (As amended by an Act approved March 30, 1905.)

§ 5. Within ten (10) days after such election the judges shall cause the poll book to be returned to the treasurer of the said school district, with a certificate thereon showing the result of such election. The poll book shall be filed by the treasurer, and shall be evidence of such election. For a failure to return the poll book to the treasurer within the time prescribed, the judges of said election shall be liable, severally, to a penalty of not less than twenty-five (25) dollars nor more than one hundred (100) dollars, to be recovered in a suit in the name of the People of the State of Illinois, before any justice of the peace, and when collected shall be added to the school fund of said district.

§ 6. Where any such school district has heretofore issued bonds, or other evidences of indebtedness, on account of any public school building, or for any other purpose, which are now binding and subsisting obligations against such school district and remaining outstanding, such school district may, upon the surrender of any such bonds or any part thereof, or other evidence of indebtedness, issue in lieu thereof, to the holder or holders of said bonds, or to any person or persons, for money with which to take up the same, new bonds in accordance with the provisions of this Act: *Provided*, such bonds shall not be issued so as to increase the aggregate indebtedness of such school district to exceed, including existing indebtedness, five (5) *per centum* of the taxable property of such school district, to be ascertained by the last assessment for the State and county taxes previous to incurring such indebtedness.

§ 7. WHEREAS, An emergency exists, this Act shall be in full force and effect from and after its passage.

APPROVED and in force May 10, 1901.

BONDS.

AN ACT giving to the board of education of any school district having a population of less than 100,000 inhabitants, and existing by virtue of any special charter and governed by any or all such special charters, the power to borrow money for certain purposes and issue negotiable coupon bonds therefor, and providing that the proposition or question to borrow money and issue such bonds shall be submitted to the voters of such school district.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That the board of education of any school district having a population of less than 100,000 inhabitants, and existing by virtue of any special charter and governed by any or all such special charters, is hereby empowered and authorized to borrow money for the purpose of building schoolhouses, or repairing or altering any schoolhouse already erected, or purchasing schoolhouse sites or purchasing school grounds adjacent to or adjoining any schoolhouse site, or separated therefrom only by a public street or way, and to issue its negotiable coupon bonds therefor, in such form and such denominations, payable at such place and at such time or times (not exceeding twenty years from date of issuance) and bearing interest at such rates as said board of education may by resolution prescribe. Such bonds shall be in denominations of not less than \$100.00 nor more than \$1,000.00, and shall bear interest at a rate not to exceed five per centum per annum, payable semi-annually: *Provided*, that no money shall be borrowed or bonds issued unless the proposition or question to borrow money and issue bonds for the purpose or purposes and in the amount prescribed in said resolution shall be submitted to the voters of such school district at some general or special election held in such school district, or at a special election called for such purpose and the majority of all the votes cast shall be in favor of such proposition: *Provided, further*, that no such board of education or school district shall incur any indebtedness hereunder, which together with all other outstanding indebtedness, exceeds in the aggregate five (5) per centum on the value of taxable property of such school district, to be ascertained by the last assessment for State and county taxes previous to the incurring of such indebtedness.

§ 2. Whenever it is desired to submit to the voters of any school district to which this Act applies, the proposition or question to borrow money and issue bonds for any or all of the purposes specified in this Act, the president or secretary of the board of education of such school district shall, in writing, direct the county clerk or board of election commissioners, or other authority required by law, to give notice of general elections held within the city, town or county wherein such school district is situated, to give notice that such proposition or question shall be submitted to the voters of such school district, upon such date as the president or secretary shall have in writing

specified. And thereupon such county clerk, board of election commissioners or such other authority shall post or cause to be posted a notice in some public place in each election precinct within such school district, twenty (20) days prior to the date of the election at which such proposition or question shall be submitted to the voters of such school district, or publish or cause to be published once each week for two successive weeks, a notice in some secular newspaper of general circulation in and published in the city, town or county wherein such school district is situated, stating that such proposition or question shall be submitted to the voters of such school district. The time and place or places of election shall be specified in such notice, and the proposition or question to be voted upon at such election shall be stated therein.

§ 3. The ballot to be used at any election when said proposition or question shall be submitted to the voters of any school district to which this Act applies, shall be a separate distinct ballot, and the total amount of the bonds sought to be issued, and the specific purpose or purposes for which said bonds shall be issued shall be stated on said ballot. The ballot used at such election shall be substantially in the following form:

Shall bonds or obligations for the purpose of (state specific purpose) in the sum of \$. 00 be issued by the board of education of	Yes	
	No	

The ballots cast at such election shall be canvassed, and the result of such election shall be entered of record and certified to as provided by law for other elections in such districts.

§ 4. All bonds authorized to be issued under and by virtue of this Act, before being issued, negotiated and sold shall be signed by the president of the board of education of the school district for the benefit of which said bonds shall be issued, and attested by the secretary of such board of education, and countersigned by the treasurer of such board of education or of such school district. All of such bonds shall be numbered by such treasurer and registered in a book provided for such purpose. All moneys borrowed under and by virtue of this Act shall be paid into the treasury of such board of education or of such school district, and thereupon the treasurer thereof shall deliver the bond or bonds therefor to the person, persons, corporation or corporations entitled to receive the same. Such treasurer shall record the exact amount for which each bond shall be issued, negotiated and sold, and when any bond shall be paid, the treasurer shall duly cancel the same and enter in the register opposite the record of such bond the date, month and year when said bond was paid.

§ 5. This Act shall not be construed to repeal "An Act to authorize certain school districts to issue bonds for certain purposes," approved and in force May 10, 1901.

APPROVED June 29, 1915.

EMINENT DOMAIN.

AN ACT giving to the trustees of schools, board of school inspectors, board of education or other corporate authority managing and controlling the public schools of any school district existing by virtue of any special charter and governed by any or all such special charters or special or general school laws of this State, and having a population of fewer than 500,000 inhabitants, the power to acquire property and to have the compensation to be paid therefor determined by the exercise of the right of eminent domain.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That whenever any school district existing by virtue of any special charter and governed by any or all such special charter or special school laws of this State, and having a population of fewer than 500,000 inhabitants, shall require any lot or parcel of land situated within such school district for a site for a school building, or for an addition to any school building already erected and used for school purposes, or shall require any lot or parcel of land situated within such school district for the purpose of a playground for school children, and the compensation for such lot or parcel of land cannot be agreed upon between the owner or owners of such lot or parcel of land and the trustees of schools, board of school inspectors, board of education or other corporate authority managing and controlling the public schools of such district it shall be lawful for the trustees of schools, board of school inspectors, board of education, or other corporate authority managing and controlling the public schools of such district to acquire such lot or parcel of land and have the compensation to be paid therefor determined in the manner which may at the time be provided by law for the exercise of the right of eminent domain.

APPROVED June 23, 1915.

EXISTING INDEBTEDNESS.

AN ACT to allow directors of schools under special laws to assume and provide for indebtedness heretofore created by the authorities of city for school purposes.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That whenever any city in this State is by special law made a school district, or whenever any school district created by special law shall be co-terminus with any city, the directors of such district shall have the power, at the request of the city council, to assume and provide for, by borrowing and taxation, any indebtedness now existing, created by the authorities of the city for school purposes.

APPROVED June 22, 1891.

JACKSONVILLE SCHOOL DISTRICT.

AN ACT to repeal Article XI of an Act entitled "*An Act to incorporate the City of Jacksonville in the County of Morgan and State of Illinois,*" approved February 15, 1867, as amended by an Act approved March 29, 1869.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That Article XI of an Act

entitled "An Act to incorporate the City of Jacksonville, in the County of Morgan, and State of Illinois," approved February 15, 1867, as amended by an Act approved March 29, 1869, be and the same is hereby repealed. This act shall not take effect and be in force until the first day of March A. D. 1916.

APPROVED June 26, 1915.

PENSION FUND—SPECIAL.

AN ACT to enable any board of school inspectors, or any body or board of officials, which governs, or has charge of the affairs of any school district having a population of not fewer than 10,000 and not more than 100,000 inhabitants, and governed by special Acts of the General Assembly of this State and in such other districts as may hereafter be ascertained by any special or general census to have such population and which school districts are also governed by like special Acts, to establish and maintain a teachers' pension and retirement fund.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That in all school districts, having a population of not fewer than 10,000, and not more than 100,000 inhabitants organized under and governed by special Acts of the General Assembly of this State and in such other districts as may hereafter be ascertained by any special or general census to have a population of not less than thirty thousand nor more than one hundred thousand and which may also be governed by any such special Acts, the board of school inspectors, of every such district, or the body or board of officials which governs, or has charge of, the affairs of any such school district, may establish and maintain in and for said district a teachers' pension and retirement fund.

§ 2. Said board of school inspectors, or the body or board of officials which governs, or has charge of, the affairs of any such school district wherein the provisions of this Act may be made operative, shall cause to be elected a board of management for the purpose of carrying out the provisions of this Act. Said board of management shall consist of either three or nine members, as said board of school inspectors, or the body or board of officials which governs, or has charge of, the affairs of any such school district shall determine. Two-thirds of the membership of said board of management shall consist of members of the active teaching force of said district, who are contributors to said pension and retirement fund and they shall be elected by the members of said active teaching force of said district who are contributors to said pension and retirement fund, in such manner and for such terms as said board of school inspectors, or the body or board of officials which governs, or has charge of, the affairs of any such school district shall by resolution determine. One-third of the membership of said board of management shall consist of members of the said board of school inspectors, or the body or board of officials which governs, or has charge of, the affairs of any such school district. Such representative shall be selected by such board of school inspectors, or the body or board of officials which governs, or has charge of, the affairs

of any such school district for such terms as said board may by resolution determine.

§ 3. The teachers' pension and retirement fund shall consist of moneys contributed by teachers under the provisions of this Act; also of moneys received from donations, legacies, gifts, bequests and otherwise, and of moneys paid into said fund in pursuance of any law now in force or hereafter enacted; and there shall be set aside by the State Auditor of Public Accounts and paid by him to the State Treasurer annually from the common school fund of this State an amount equal to one-tenth of one mill upon each dollar of assessed valuation of all taxable property of the State within the city and school district coming under the provisions of this Act, and the State Treasurer shall pay proportionately from the respective city and school districts the sums so paid to him, to the treasurer of the board of school inspectors of the City of Peoria and to all other boards of directors, boards of education and boards of school inspectors in districts in accordance with the provisions of this Act who shall credit such sums so paid to him to the teachers' pension and retirement fund under the provisions of this Act. (As amended by an act approved June 29, 1915.)

§ 4. The board of school inspectors, or the body or board of officials which governs, or has charge of, the affairs of any such school district, shall have charge of such funds and shall invest the same at interest. The rate of interest, which shall not be less than four per cent, nor more than seven per cent, per annum, payable annually, shall be determined by a majority of the said board of school inspectors, or the body or board of officials which governs, or has charge of the affairs of any such school district, at any regular or special meeting. No loan shall be made for less than one year nor more than five years. All loans shall be secured by mortgage on unencumbered realty situated in this State, worth at least fifty per cent more than the amount loaned, with a condition that in case additional security shall be required at any time it shall be given to the satisfaction of the board of school inspectors or body or board of officials. In estimating the value of realty mortgaged to secure the payment of money loaned, the value of improvements liable to be destroyed may be included; but in such case the improvements shall be insured for their insurable value in a responsible insurance company or companies, and the policy or policies shall be transferred to the board of school inspectors or body or board of officials as additional security and shall be kept so insured until the loan is paid. Nothing herein shall prevent the investing of the principal of the said fund in bonds issued by the State, the Sanitary District of Chicago, counties, townships and cities in this State and in bonds of such school district when the same have been issued for the purpose of building or repairing school houses, in such district, or purchasing and improving school sites, when the issuance of such bonds has been authorized by the majority of the votes cast at an election held for that purpose. Said board of school inspectors, or body or board of officials, shall have the power to make payments from such fund of pensions and annuities granted in pursuance of this Act.

§ 5. Any person who shall be employed to teach in the public schools of the district where the provisions hereof may be in force after this Act shall take effect, shall be entitled to the benefits of the said fund upon complying with the provisions of this Act, and for the purpose of this Act, such persons shall be divided into the following classes:

First—Those who have taught five years or fewer than five years in the public schools.

Second—Those who have taught more than five years and not more than ten years.

Third—Those who have taught more than ten years and not more than fifteen years.

Fourth—Those who have taught more than fifteen years.

After this Act shall take effect, there shall be set apart from the salaries of each teacher in the employ of the board of school inspectors, or the body or board of officials which governs, or has charge of, the affairs of any such school district \$5.00 per annum while they remain in the first class; \$10.00 per annum while they remain in the second class; \$15.00 per annum while they remain in the third; and \$30.00 per annum while they remain in the fourth class, which amounts shall be deducted by the board of school inspectors, or the body or board of officials which governs, or has charge of, the affairs of any such school district, in equal installments from their respective salaries at the regular times for the payment thereof, and be paid into and constitute a part of the said teachers' pension and retirement fund of the district.

§ 6. Teachers who become contributors to, and beneficiaries of, the said pension and retirement fund, under provisions of this Act, may count past services as a part of the period of twenty-five years hereinafter specified, by paying into the fund a sum equal to that which he or she would have contributed under the provisions of this Act, had he or she been a regular contributor to said fund, during said period of past service, together with interest thereon at the rate of four per cent per annum from the time such payments would have been made had such person during such time been a contributor to such fund, to the time such person shall by making such payment become entitled to the benefits and credit of such past service.

§ 7. The board of management shall adopt a resolution declaring and fixing the maturity of service and the right to the immediate benefits of the fund, in favor of the persons entitled to the benefits thereof in the following cases:

First—When any persons shall have taught in the public schools for a period of twenty-five years within the meaning of this Act.

Second—When any contributor to the fund shall have taught fifteen years in public schools, within the meaning of this Act, and shall have been declared by three competent physicians who have made a physical examination of the teacher, at the request of the board of management, to be suffering from a permanent disability: *Provided, however,* that the board of management shall not declare any contributor entitled to the immediate benefits of the fund until he or she shall have taught in the public schools of the district three-fifths of

the term of service of 25 or 15 years, as the case may be: *And, provided, further*, that no person shall be entitled to the benefits of the fund until he or she shall have retired from service as a teacher.

§ 8. Each teacher so retired or retiring after twenty-five years of service shall be entitled thereafter to receive from said fund an annuity not to exceed \$400.00, and each teacher so retired, because of permanent disability, after fifteen years of service shall receive from said fund as an annual pension such proportion of the full annuity of \$400.00 as the sum contributed by such teacher so retired bears to the total contributions required for a full annuity. Pensions and annuities shall be paid monthly during the school year out of the said fund created in accordance with the provisions of this Act, in the manner and at the times provided by law for the payment of the salaries of teachers.

§ 9. The president and secretary of the board of school inspectors or the body or board of officials, which governs or has charge of the affairs of any such school district, shall certify monthly to the treasurer of such fund all amounts deducted from the salaries of teachers, special teachers, principals and superintendents in accordance with the provisions of this Act, which amounts together with all other moneys contributed to the fund, shall be set apart and held by the treasurer of the district as a special fund for the purposes herein specified, and shall be paid out on recommendation of the board of management upon warrants signed by the president and secretary of the board of school inspectors, or the body or board of officials, which governs or has charge of the affairs of any such school district.

§ 10. The treasurer of the district or of the board of school inspectors or body or board of officials, which governs or has charge of the affairs of any such school district, shall be *ex officio* the custodian of the pension and retirement fund, and shall hold the same subject to the control and direction of the board of school inspectors, or body or board of officials, which govern or has charge of the affairs of any such school district in accordance with the provisions of this Act. The said treasurer shall keep his books and accounts concerning such fund in the manner prescribed by the board of school inspectors, or the body or board of officials, which governs or has charge of the affairs of any such school district and his books and accounts shall be subject to the inspection of the board of school inspectors, or the body or board of officials, which governs or has charge of the affairs of any such school district, or any member thereof or the board of management or any member thereof. The treasurer shall be liable on his official bond for the proper performance of his duties and the conservation of the fund created by this Act, and such treasurers' bonds in all districts where this Act may be in force shall be so conditioned as to cover the liability for such fund. Any legal proceedings which may be necessary for the enforcement of the provisions of this Act shall be brought by and in the name of the board of school inspectors, or the body or board of officials, which governs or has charge of the affairs of any such school district, for the use of the pension and retirement fund. If at any time a teacher who is willing to continue as a teacher in the schools of said district is not re-employed as such or is dis-

charged as such before the time at which he or she would be entitled to a pension under the provisions of this Act, then to such teacher shall be refunded the money he or she may have contributed to said fund. Any teacher who shall retire voluntarily from the service of said district prior to entering the fourth class above defined shall receive a refund of one-half the money he or she shall have theretofore contributed to such fund.

§ 11. All persons who shall be employed as teachers by the board of school inspectors, or the body or board of officials which governs, or has charge of the affairs of any such school district, shall accept the provisions of this Act by such accepting or continuing in such employment; and thereupon become liable as contributors to the pension and retirement fund in accordance with the terms thereof. And the provisions of this Act shall become a part of and enter into any such contract of employment as fully as though the same were specifically set forth in said contract of employment.

§ 12. All pensions, or annuities, granted under the provisions of this Act and every portion thereof, shall be exempt from attachment or garnishment process and shall not be seized, taken, subjected to, detained or levied upon by virtue of any execution, or any process or proceedings whatsoever issued out of or by any court for the payment or satisfaction in whole or in part of any debt, claim, damage, demand or judgment against any pensioner or annuitant hereunder, and no annuitant or pensioner shall have the right to transfer or assign his or her pension or annuity or any part thereof either by way of mortgage or otherwise.

§ 13. The said treasurer shall not be entitled to retain any interest accruing from any pension and retirement fund, but all such interest earned thereon shall be covered into such fund, become a part thereof, and be subject to the purposes of this Act. The treasurer shall also set aside annually and place in such fund all interest accruing from the district funds of the district (whether levied for educational or building purposes) and as well all interest earned by money coming from the investment of the proceeds of the sales of any school lands of said district.

§ 14. If any school district where there is not sufficient revenue from interest and contributions to maintain a teachers' pension fund under the foregoing provisions hereof, such school district may, by a majority vote of its electors at an election for such purpose, establish a fund for the retirement of teachers who are over fifty years old, and who have faithfully served such district for twenty-five years. The fund shall be derived from such revenues as may lawfully be devoted to the said purpose by the directors of a district, or by direct appropriation by a town. The amount of the annual pension allowed to any person, under the provisions of this section, shall not exceed one-half the annual compensation received by such person at the time of the retirement of such person; in no case, however, shall the same exceed four hundred dollars (\$400.00) per annum.

§ 15. If the board of school inspectors, or governing board of any such school district that may be within the terms of this Act, heretofore and subsequent to July 1, 1911, sought to establish and

maintain a teachers' pension and retirement fund, without legal authority so to do, all Acts done with reference thereto are hereby validated, and shall be given the same force and effect in law and equity, as if they had been done under this Act.

§ 16. The provisions of this Act shall apply to the board of school inspectors of the city of Peoria, and to all other boards of directors, boards of education and boards of school inspectors, in districts within the limits of population above fixed, that exist under and by virtue of any special school charter heretofore granted to any such district by the said State of Illinois.

§ 17. The word "teachers" shall be held to include all teachers, superintendents, assistant teachers and school principals, who may be employed in the public schools of a district.

§ 18. If any school district organized under any special Act of the General Assembly shall create a teacher's pension and retirement fund, under the provisions of this Act, and shall thereafter cease to exist under such special Act, and shall operate under the general school laws, then and in such event, the said fund shall be continued, maintained and administered under such general law by the proper officers of said district, and all persons holding any part of said fund or records, relating to it, shall deliver the same to the proper officers of said new, or reorganized school district; and all the rights of all persons in and to said fund, shall be continued, and as well all the liabilities of all persons toward such fund shall continue as fully as though such original school district had been operating under the general school laws, rather than a special Act or charter, at the time such fund was created.

APPROVED June 27, 1913.

ADDITIONAL ACTS.

ANNEXATION OF TERRITORY.

AN ACT to provide for the annexation of cities, incorporated towns and villages, or parts of same, to cities, incorporated towns and villages.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That where an incorporated city, town or village adjoins another incorporated city, town or village, it may be annexed thereto in the manner following, that is to say:

* * * * *

§ 4. The city, village or incorporated town to which the whole or another city, village or incorporated town is annexed under the provisions of this Act shall assume and pay any and all debts, liabilities, bonds or obligations and interests thereon of the city, incorporated town or village so annexed and shall become vested with title and ownership of all property belonging to said city, village or incorporated town so annexed, to be held for the same purposes and to the same

uses, subject to the same conditions as theretofore, and if the public schools of such enlarged city, village or incorporated town are all in charge and under the control of one board of education, the said enlarged city, village or incorporated town shall assume and pay the indebtedness of each school district or township lying wholly therein, and shall become vested with the title and ownership of all property belonging to any school district or township lying wholly therein, to be held for the same purposes and to the same uses and subject to the same conditions as theretofore. If the bonds of said city, village or incorporated town so annexed, or of any school district or township lying wholly therein have been registered in the office of the State Auditor of Public Accounts, in accordance with the statute, the county clerk shall certify the fact of such annexation forthwith to said State Auditor, and said State Auditor shall not thereafter certify any rate per centum to the county clerk, nor shall the county clerk thereafter extend any such rate for the payment of said bonds or interest thereon upon the taxable property of such city, town or village so annexed, or school district or township. All debts, bonds and obligations of the united municipality to be paid by the enlarged city, village or incorporated town. And if there be a portion of a school district or township lying within, and a portion lying without such annexed territory, the debts of such school district or township shall be paid, and the property divided in the same manner as is provided for paying debts and dividing property in section eight of this Act where parts of cities, villages or incorporated towns are annexed to other cities, villages or incorporated towns.

* * * * * * *

§ 8. When a part of the territory of a city, village or incorporated town is taken therefrom and annexed to another city, village or incorporated town, under the provisions of this Act, then the proportionate share of any indebtedness, contract or liability of such city, village or incorporated town from which such territory is taken shall be assumed and paid by such enlarged city, village or incorporated town according to the taxable property in such disconnected territory as the same existed immediately before such annexation, and if the public schools of such enlarged city, village or incorporated town shall be in charge and control of one board of education, then the proportionate share of any indebtedness of any school district or township shall be assumed and paid by such enlarged city, village or incorporated town, according to the taxable property in such part of such disconnected territory within such school district or township as the same existed immediately before such annexation, and if the whole of a school district or township is annexed then such municipality shall assume and pay all the indebtedness of such school district or township. The amount of the said indebtedness to be paid by said enlarged city, town or village shall be determined and agreed upon by the city council of the city or trustees of the village or incorporated town to which such territory is annexed, and the city council of the city or trustees of the village or incorporated town from which such territory is taken, or the school authorities of the school district or township of which such disconnected territory was a part, as the case may be, in such manner as

they shall elect; if they cannot agree, then the matter shall be determined by the circuit or county court of the county in which such municipal corporation may be to which such annexation is made by petition of either municipal corporation or of any taxpayer of either municipality. The court shall hear and determine the matter in a summary manner, without pleadings, and shall pronounce judgment as the right and equity of the matter may demand. If the respective corporate authorities shall agree as to the amount to be paid by such enlarged city, town or village, then each shall pass an ordinance or a resolution reciting the amount thereof to be paid, a copy of which said ordinance or resolution shall be duly certified by the clerk of the city, village or incorporated town, to which such territory is annexed, and filed with the county clerk of the county wherein such enlarged city, town or village may lie, and by him certified to the State Auditor of Public Accounts, and which said ordinance or resolution shall be final and conclusive in all proceedings as to the amount of indebtedness so to be paid. If a judgment or decree shall be entered by a circuit or county court as herein provided, then a certified copy thereof shall be made by the clerk of said court, and filed with the clerk of each of the said municipal corporations and with the county clerk and by the county clerk certified to the State Auditor of Public Accounts, and such judgment shall be final and conclusive in all proceedings as to the amount of indebtedness to be paid by each municipality. The State Auditor shall not thereafter certify any rate per centum to the county clerk, nor shall the county clerk thereafter extend any rate upon the taxable property of said annexed territory for the payment of any of said bonds or interest thereon so issued by the city, incorporated town or village from which it is disconnected. Said enlarged city, town or village shall be vested with the title and ownership of all the public and school property in such annexed territory, and shall be charged therewith in the division of the public property of such dismembered city, incorporated town or village, or school district, or township, between said municipalities, or between said enlarged city, town or village, and any dismembered school district or township as the case may be, and the territory not annexed shall be charged with all the public property within such territory, and all the public funds in the hands of the corporate authorities, such division to be agreed upon by the same authorities or settled by the court in the same manner and upon the same basis as above provided for in dividing the indebtedness of said dismembered municipality or school district or township.

APPROVED and in force April 23, 1889.

CERTIFICATES.

AN ACT to provide for the certification of teachers.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That no one shall be authorized or employed to teach in the common schools of this State or shall receive for teaching any part of any public school fund who is not of good character, at least eighteen years of age and who does not, at the time he enters upon his duties, hold a certificate of qualification cover-

ing the entire period of his employment and granted by the Superintendent of Public Instruction, a county superintendent, or, in a city having a population exceeding 100,000 inhabitants, by the board of education of such city: *Provided*, that nothing in this Act relating to county teachers' certificates shall be applicable to counties having a population of five hundred thousand or over.

§ 2. State certificates granted by the Superintendent of Public Instruction and the requirements for the same shall be as follows:

First—A four-year elementary school certificate valid in the elementary schools of the State for which the requirements shall be: (1) Graduation from a recognized high school and from a recognized normal school, or an equivalent preparation; (2) three years' successful teaching, two of which shall have been in the State on a first grade county certificate, (3) a successful examination in English, educational psychology, and the principles and methods of teaching, and (4) the preparation of a thesis on one or more elementary school problems, the subject or subjects of which shall be selected from a list prescribed by the Superintendent of Public Instruction.

Second—A four-year high school certificate valid in any high school in the State, for which the requirements shall be: (1) Graduation from a recognized college or university, or the completion of an equivalent preparation; (2) three years' successful teaching, two of which shall have been in the State on a first grade, a high school, or a supervisory county certificate; (3) a successful examination in English, educational psychology, and the principles and methods of teaching, and (4) the preparation of a thesis on one or more secondary school problems, the subject or subjects of which shall be selected from a list prescribed by the Superintendent of Public Instruction.

Third—A four-year supervisory certificate valid for supervisory work and for teaching in any district in the State. The requirements for this certificate shall be: (1) Graduation from a recognized high school and from a recognized normal school, or an equivalent preparation; (2) three years' successful supervision, two of which shall have been in this State on a county supervisory certificate; (3) a successful examination in English, educational psychology, sociology, the history of education, and school organization, administration, and supervision, and (4) the preparation of a thesis on one or more problems of school administration, the subject or subjects of which shall be selected from a list prescribed by the Superintendent of Public Instruction.

§ 3. At the time of its expiration upon evidence of successful teaching or supervision satisfactory to the Superintendent of Public Instruction, any four-year State certificate enumerated in this Act shall become valid and be endorsed for life. The validity of State certificates now in force and those issued in accordance with this Act, shall be conditioned upon the good behavior of the holder.

§ 4. Examinations for State certificates shall be held at such times and places and under such rules as may be prescribed by the Superintendent of Public Instruction. To each person who is successful in the examination for a State certificate the Superintendent of Public

Instruction shall issue a certificate of the kind applied for, if in his judgment the personality of such applicant, and his general qualifications other than scholarship fit him for the work which the certificate would authorize him to perform.

§ 5. A life certificate shall be forfeited three years after the person to whom it is issued ceases to engage in educational work unless its life shall have been extended within that time by the Superintendent of Public Instruction. The holder of any State certificate, while he continues to teach, shall annually before entering upon his duties, present his certificate to the county superintendent for registration and pay a fee of one dollar for the same, which fee shall be covered into the institute fund.

State certificates in force at the time of the passage of this Act shall not have the term of their validity impaired. State elementary certificates shall be valid for teaching in the elementary schools, State high school certificates for teaching in the high schools, and State supervisory and general certificates for supervision and teaching in the schools supervised.

§ 6. County certificates granted by the county superintendent and the requirements for the same shall be as follows:

First—A third grade elementary school certificate, valid for one year in the first eight grades of the common schools of the county in which it is issued and in no other county. This certificate shall be renewable once only and on evidence satisfactory to the county superintendent of three months' successful teaching or six weeks' professional training. Applicants for this certificate shall be examined in orthography, civics, Illinois history, physiology, penmanship, reading, grammar, geography, United States history, arithmetic, and the principles and methods of the State course of study. This certificate shall not be issued the second time to the same person. At the option of the county superintendent this certificate may be issued without examination to persons who have successfully completed two years of work in a recognized normal school, or one year of such work, if the applicant is a graduate of the tenth grade.

Second—A second grade elementary school certificate valid for two years in the first eight grades of the common schools of the county and in the ninth and tenth grades when endorsed for the same by the county superintendent. This certificate shall be renewable on evidence satisfactory to the county superintendent of six months' successful teaching or twelve weeks' professional training, and a second time if in the period following the date of issue the holder shall have acquired eighteen weeks' professional training in any recognized school providing such training, and, thereafter, the same shall be renewable indefinitely for periods of two years upon evidence of successful teaching and professional growth satisfactory to the county superintendent.

The applicant for this certificate shall be examined in orthography, civics, Illinois history, physiology, penmanship, reading, grammar, geography, United States history, arithmetic, elementary science, pedagogy, and the principles and methods of the State course of study. At the option of the county superintendent this certificate may be

issued without examination to persons who have completed the junior year's work in a recognized normal school, or its equivalent.

Third—A first grade elementary school certificate, valid for three years in the first ten grades of the common schools of the county, and in the high school when endorsed for the same by the county superintendent. This certificate shall be renewable indefinitely for periods of three years, upon evidence of successful teaching and professional growth satisfactory to the county superintendent. The requirements for this form of certificate shall be: (1) Graduation from a recognized high school, or an equivalent preparation; (2) six months of successful teaching, and (3) an examination in orthography, including spelling, civics, Illinois history, physiology, penmanship, reading grammar, geography, United States history, arithmetic, pedagogy, English, algebra, general history, and any three of the following natural sciences: Botany, zoology, physics, chemistry and physiography. This certificate shall be issued to graduates of a recognized normal school, or from an institution offering an equivalent preparation, provided the applicant has had one year of successful practice teaching, and applies for the certificate within three years after graduation.

Fourth—A high school certificate, valid for three years in the high schools, and also in the seventh and eighth grades of the county.

This certificate shall be renewable indefinitely for periods of three years on evidence satisfactory to the county superintendent of successful teaching or supervision and professional growth. The requirements for this form of certificate shall be: (1) Graduation from a recognized high school, or an equivalent preparation; (2) a certificate showing the completion of at least two years' successful work in any recognized higher institution of learning, and (3) an examination in English, pedagogy, and six high school subjects, three majors and three minors, chosen from a list prescribed by the Examining Board hereinafter provided for: *Provided, however*, that graduates of a recognized normal school, college or university may offer within three years after graduation, certified credits in lieu of examination in the above subjects accompanied by faculty recommendations of ability to teach in the high school.

Fifth—A supervisory certificate, valid for three years for supervisory work in any district in the county and for teaching in the schools supervised by the holder. This certificate shall be renewable for three-year periods on satisfactory evidence of successful teaching or supervision, and of professional growth. The requirements of this certificate shall be: (1) Graduation from a recognized high school and at least two years' work in a recognized higher institution, one of which shall have been in a normal school, or an equivalent preparation; (2) two years' successful teaching or supervision, and (3) a successful examination in English, educational psychology, the history of education, and school administration.

Sixth—A kindergarten primary certificate, valid for two years in any kindergarten and in the first two grades of the common schools of the county, providing the kindergarten training school of which the applicant is a graduate gives adequate preparation for the first two grades of work. This certificate shall be renewable for two-year

periods on evidence of successful teaching satisfactory to the county superintendent. The requirements for this form of certificate shall be graduation from a recognized high school and from a recognized kindergarten training school, or the completion of an equivalent course; or in lieu of graduation from such training school, such examination in English, and the theory and practice of kindergarten and primary work as may be prescribed by the examining board.

Seventh—A special certificate, valid for two years in the common schools of the county, renewable for two-year periods. Such certificate shall be issued in music, drawing, agriculture, manual training, domestic science, domestic art, physical training, penmanship, bookkeeping, German, and such other subjects as may be added by the examining board and shall authorize the holder to teach only the subject or subjects named in the certificate. The requirements for this form of certificate shall be graduation from a recognized high school, or an equivalent preparation, and a certificate showing the completion in a recognized higher institution of learning of at least two years' special training in the special subject or subjects, certified credits in English and the principles and methods of teaching, and satisfactory evidence that the applicant has taught or can teach the subjects successfully. In lieu of such special training and certified credits a special certificate may be obtained by an examination in English and the principles and methods of teaching and in the special subject or subjects. (As amended by an Act approved June 23, 1915.)

§ 7. The county superintendent is hereby authorized to issue a third grade elementary certificate to persons of his or other counties who fall below the required average, but the number of such certificates issued in any one year shall not exceed 10 per cent of the number of teachers employed in his county. Such certificates shall be designated on their face, "Provisional," and the same shall not be renewable or issued the second time to the same person. The county superintendent is also authorized to issue at any time, upon evidence satisfactory to himself, that the applicant possesses the prerequisites and qualifications for such certificate, a county certificate of any grade, such certificate to be designated on its face, "Emergency." This certificate shall be valid only until the next regular examination, and in the county of issue. Third grade and second grade certificates are valid for teaching only. A first grade certificate is valid for supervision in all positions where the principal or superintendent teaches one-half or more of the time. County certificates issued without examination, as herein provided, shall have that fact stated on the certificate and a certified copy of credits shall be filed with the application.

§ 8. For the purpose of carrying out the provisions of this Act with regard to county certificates there is hereby created an examining board to consist of the Superintendent of Public Instruction, who shall be *ex officio* chairman, one person who is engaged in educational work, to be appointed by him for a term of four years, and three county superintendents, each to serve for three years, one to be appointed annually by the Superintendent of Public Instruction upon the recommendation of the county superintendents' section of the State Teachers' Association at its annual meeting. The first year of the terms of

the members of the board shall end on January 1, following the going into effect of this Act. The necessary traveling expenses of the board and such other expenses as are necessary in carrying out the provisions of this Act shall be provided through the State Department of Education. The Superintendent of Public Instruction shall have the power to fill vacancies until the next annual meeting of the State Teachers' Association. If a member of this board ceases to be a county superintendent, he ceases to be a member of the board. Examinations for county certificates shall be held at the various county seats on the same day at least three times each year and under such rules as may be prescribed by the examining board. Questions for each examination shall be uniform throughout the State, and shall be prepared by said board and forwarded to the county superintendents under seal, to be broken only at the time of opening the examination and in the presence of the applicants. The county superintendent shall conduct the examination in his county, and at the close of the same shall forward all papers to the examining board. The grades shall be returned to the county superintendent, who shall issue the certificate of the kind designated to each applicant in his county who has passed the examination, if in his judgment the personality of such applicant and his general qualifications other than scholarship, fit him for the work which the certificate would authorize him to perform. The papers shall be kept on file for six months for reference by the applicant or the county superintendent.

§ 9. A first and second grade elementary school certificate, a high school certificate, a supervisory certificate, a kindergarten-primary certificate, or a special certificate, shall be valid in the county of issue, and in any county of the State when endorsed by the county superintendent of such county, upon evidence of successful teaching, certified by the county superintendent in whose county the teaching has been done. A certificate shall not be renewable until its expiration or within 60 days thereafter, and no certificate shall be renewed except at the option of the superintendent issuing or endorsing it and on evidence satisfactory to such superintendent of successful teaching and professional growth.

§ 10. An applicant for a certificate who has not completed a high school course, when such is required, shall be admitted to a preliminary examination, set by the examining board, on subjects announced in advance, for the purpose of determining whether such applicant possesses an equivalent preparation.

§ 11. Any person who holds, at the time this Act goes into effect, a valid county certificate, may, with the approval of the county superintendent, exchange the same for a certificate of equal grade— a second grade for a second grade elementary; a first grade for a first grade elementary, high school, or supervisory county certificates; a special certificate for a special certificate.

§ 12. In the examination of teachers for certificates higher than those which they shall have received in exchange for certificates in force when this Act goes into effect, and in the renewal of their certificates, successful experience in teaching or supervision shall be accepted as an equivalent for high school and professional training.

§ 13. Every applicant for a county certificate shall pay a fee of one dollar for each examination. All county certificates shall be annually registered and endorsed, and a fee of one dollar shall be charged for the same.

§ 14. Any person who shall sell, barter, trade, or give away, or offer to sell, barter, trade, or give away, to applicants for teachers' certificates or to any other person, or any person who shall buy, purchase, bargain or trade for or accept, any of the questions prepared for the examination of teachers, or in any way dispose of or accept any of such questions, in violation of the rules prescribed by the examining board, or any person who shall reveal or give information which shall reveal the identity of any writer of an examination paper, shall, on conviction, be fined not less than \$25 nor more than \$100.

§ 15. By the word "recognized," as used in this Act in connection with the word "school," "college," or "university," is meant such school, college or university as maintains an equipment, course of study and standard of scholarship approved by the Superintendent of Public Instruction or the examining board, according to the certificate to which it pertains. The term "equivalent preparation," as used in this Act, shall be interpreted and determined by the Superintendent of Public Instruction or the examining board, according to the certificate to which it pertains.

§ 16. The first year of all certificates shall expire on June 30 following the date of issue. Certificates earned in May or June shall be dated July 1, following.

§ 17. Any certificate issued under this Act may be suspended by either the county superintendent or Superintendent of Public Instruction upon evidence of immorality, incompetency, unprofessional conduct, or other just cause, and revoked for the same reasons by the county superintendent issuing it. When a certificate is suspended by the superintendent not issuing the same, the right of appeal shall lie to the issuing superintendent. When an appeal is taken within ten days after notice of suspension it shall act as a stay of proceedings for a period not to exceed sixty days. Refusal to attend, participate in, or an indifferent or antagonistic attitude toward institutes, teachers' meetings, professional reading, or other reasonable requirements of the county or State Superintendent, including the making of statistical and other reports, may be considered as unprofessional conduct.

§ 18. Under the rules of the examining board provisions may be made for granting certificates of lower grade than the one applied for, when so requested by the applicant, and also for giving credit toward higher certificates for grades recorded upon lower certificates.

An applicant for a county certificate may write in any county and apply for a certificate in another county.

§ 19. When a person applies for his first county or State certificate he shall file as reference to character, the names of three competent persons.

§ 20. The Superintendent of Public Instruction may recognize and honor any State certificate of another state obtained under conditions similar to those in Illinois. The county superintendent of schools may recognize and honor any certificate of another state obtained

under conditions similar to those in Illinois, under such rules as may be prescribed by the examining board, except that certificates the equivalent of the third grade elementary and second grade elementary certificates described in this Act shall not be subject to recognition.

§ 21. Sections 176, 177, 178 and 180 of an Act entitled, "An Act to establish and maintain a system of free schools," approved and in force June 12, 1909, and any other section, Acts or parts of Acts in conflict herewith are hereby repealed.

§ 22. This Act shall take effect and be in force on and after July 1, 1914.

APPROVED June 28, 1913.

CHILD LABOR.

AN ACT to regulate the employment of children in the State of Illinois, and to provide for the enforcement thereof.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That no child under the age of 14 years shall be employed, permitted or suffered to work at any gainful occupation in any theatre, concert hall or place of amusement where intoxicating liquors are sold, or in any mercantile institution, store, office, hotel, laundry, manufacturing establishment, bowling alley, passenger or freight elevator, factory or workshop or as messenger or driver thereof, within this State. That no child under 14 years of age shall be employed at any work performed for wages or other compensation, to whomsoever payable, during any portion of any month when the public schools of any town, township, village or city in which he or she resides are in session, nor be employed at any work before the hour of 7:00 o'clock in the morning, or after the hour of 6:00 o'clock in the evening: *Provided*, that no child shall be allowed to work more than eight hours in any one day.

§ 2. It shall be the duty of every person, firm or corporation, agent or manager of any firm or corporation employing minors over 14 years and under 16 years of age in any mercantile institution, store, office, hotel, laundry, manufacturing establishment, bowling alley, theatre, concert hall or place of amusement, passenger or freight elevator, factory or workshop or as messenger or driver therefor, within this State, to keep a register in said mercantile institution, store, office, hotel, laundry, manufacturing establishment, bowling alley, theatre, concert hall or place of amusement, factory or workshop in which said minors shall be employed or permitted or suffered to work, in which register shall be recorded the name, age and place of residence of every child employed or suffered or permitted to work therein, or as messenger or driver therefor, over the age of 14 and under the age of 16 years; and it shall be unlawful for any person, firm or corporation, agent or manager of any firm or corporation to hire or employ, or to permit or suffer to work in any mercantile institution, store, office, hotel, laundry, manufacturing establishment, bowling alley, theatre, concert hall or place of amusement, passenger or freight elevator, factory or workshop, or as messenger or driver therefor, any child under the age of 16 years and over 14 years of age, unless there is first

produced and placed on file in such mercantile institution, store, office, hotel, laundry, manufacturing establishment, bowling alley, factory or workshop, theatre, concert hall or place of amusement, an age and school certificate approved as hereinafter provided.

§ 3. Every person, firm or corporation, agent or manager of a corporation employing or permitting or suffering to work five or more children under the age of 16 years and over the age of 14 in any mercantile institution, store, office, laundry, hotel, manufacturing establishment, factory or workshop, shall post and keep posted in a conspicuous place in every room in which such help is employed, or permitted or suffered to work, a list containing the name, age and place of residence of every person under the age of 16 years employed, permitted or suffered to work in such room.

§ 4. No child under 16 years of age and over 14 years of age shall be employed in any mercantile institution, store, office, hotel, laundry, manufacturing establishment, bowling alley, theatre, concert hall, or place of amusement, passenger or freight elevator, factory or workshop, or as messenger or driver therefor, unless there is first produced and placed on file in such mercantile institution, store, office, hotel, laundry, manufacturing establishment, bowling alley, theatre, concert hall or place of amusement, factory or workshop, and accessible to the State Factory Inspector, assistant factory inspector or deputy factory inspector, an age and school certificate as hereinafter prescribed; and unless there is kept on file and produced on demand of said inspectors of factories a complete and correct list of all the minors under the age of 16 years so employed who can not read at sight and write legibly simple sentences, unless such child is attending night school as hereinafter provided.

§ 5. An age and school certificate shall be approved only by the superintendent of schools, or by a person authorized by him in writing; or where there is no superintendent of schools, by a person authorized by the school board: *Provided*, that the superintendent or principal of a parochial school shall have the right to approve an age and school certificate and shall have the same rights and powers as the superintendent of public schools to administer the oaths herein provided for children attending parochial schools: *Provided, further*, that no member of a school board or other person authorized as aforesaid shall have authority to approve such certificates of any child then in or about to enter his own establishment, or the employment of a firm or corporation of which he is a member, officer or employee. The person approving these certificates shall have authority to administer the oath provided herein, but no fee shall be charged therefor. It shall be the duty of the school board or local school authorities to designate a place (connected with their offices, when practicable) where certificates shall be issued and recorded, and to establish and maintain the necessary records and clerical service for carrying out the provisions of this Act.

§ 6. An age and school certificate shall not be approved unless satisfactory evidence is furnished by the last school census, the certificate of birth or baptism of such child, the register of birth of such child with a town or city clerk, or by the records of the public or

parochial schools, that such child is of the age stated in the certificate: *Provided*, that in cases arising wherein the above proof is not obtainable, the parent or guardian of the child shall make an oath before the juvenile or county court as to the age of such child, and the court may issue to such child an age certificate as sworn to.

§ 7. The age and school certificate of a child under 16 years of age shall not be approved and signed until he presents to the person authorized to approve and sign the name, a school attendance certificate, as hereinafter prescribed, duly filled out and signed. A duplicate of such age and school certificate shall be filled out and shall be forwarded to the State Factory Inspector's office. Any explanatory matter may be permitted with such certificate in the discretion of the school board or superintendent of schools. The employment and the age and school certificates shall be separately printed and shall be filled out, signed and held or surrendered as indicated in the following forms:

SCHOOL CERTIFICATE.

.....
 (name of school.) (city or town and date.)
 This certifies.....of the....., can read and
 (name of minor.) (grade.)
 write legibly simple sentences.
 This also certifies that according to the records of this school, and in my
 belief, the said.....was born at.....
 (name of minor.) (name of city or town.)
 in.....on.....and is now.....
 (name of county.) (date.) (number of years and months.)
 old.

 (name of parent or guardian.)

 (residence.)

 (signature of teacher.) (grade.)
 Correct.....
 (name of principal.)

 (name of school.)

EVENING SCHOOL ATTENDANCE CERTIFICATE.

.....
 (date.)
 This certifies that.....is registered in and regularly
 (name of minor.)
 attends the.....evening school.
 This also certifies that according to the records of my school and in my
 belief the said.....was born at.....
 (name of minor.) (name of city or town.)
 on the day of....., and is now.....
 (year.) (number of years and months.)
 old.

 (name of parent or guardian.)

 (residence.)

 (signature of teacher.)

 (signature of principal.)

AGE AND SCHOOL CERTIFICATE.

This certifies that I am.....of.....
 (father, mother, custodian or guardian) (name of minor)
 and that.....was born at.....in the
 (he or she) (name of town or city)
and.....on the.....
 (name of county, if known) (state or county of) (day of birth and
and is now.....old.
 year of birth.) (number of years and months.)

 (Signature of parent, custodian or guardian.)

.....
 (City or town and date.)

There personally appeared before me the above named.....
 (name of person signing.)
 and made oath that the foregoing certificate by.....signed is true
 (him or her.)
 to the best of.....knowledge. I hereby approve the foregoing cer-
 tificate of....., height....., weight.....
 (name of child.) (feet and inches.) (pounds.)
 complexion....., hair....., having no sufficient reason to
 (fair or dark.) (color.)
 doubt that.....is of the age herein certified.
 (he or she.)

Owner of Certificate. This certificate belongs to.....
 (name of child in whose
and is to be surrendered to.....whenever
 behalf it is drawn.) (him or her.)
leaves the service of the corporation or employer holding the
 (he or she.)
 same; but if not claimed by said child within 30 days from such time it shall
 be returned to the superintendent of schools, or where there is no superin-
 tendent of schools, to the school board.

.....
 (Signature of person authorized to approve and
 sign, with official character authority.)

.....
 (town or city and date.)

In the case of a child who cannot read at sight and write legibly
 simple sentences, the certificate shall continue as follows, after the
 word sentences:

"I hereby certify that.....is regularly attending the.....
 (he or she.) (name of
"
 public or parochial evening school.)

This certificate shall continue in force just as long as the regular
 attendance of said child at said evening school is certified weekly by
 the teacher and principal of said school.

In any city or town in which there is no public or parochial
 evening school, an age and school certificate shall not be approved for
 a child under the age of 16 years who can not read at sight and write
 legibly simple sentences. When the public or parochial evening schools
 are not in session an age and school certificate shall not be approved
 for any child who can not read at sight and write legibly simple sen-
 tences. The certificate of the principal of a public or parochial school
 shall be *prima facie* evidence as to the literacy or illiteracy of the child.

§ 8. No person shall employ any minor over 14 years of age and
 under 16 years, and no parent, guardian or custodian shall permit

to be employed any such minor under his control, who can not read at sight and write legibly simple sentences, while a public evening school is maintained in the town or city in which such minor resides, unless such minor is a regular attendant at such evening school.

§ 9. The State Inspector of Factories, his assistants or deputies shall visit all mercantile institutions, stores, offices, laundries, manufacturing establishments, bowling alleys, theatres, concert halls or places of amusement, factories or workshops, and all other places where minors are or may be employed, in this State, and ascertain whether any minors are employed contrary to the provisions of this Act. Inspectors of factories may require that age and school certificates, and all lists of minors employed in such factories, workshops, mercantile institutions, and all other places where minors are employed as provided for in this Act, shall be produced for their inspection on demand: *And, provided, further,* that upon written complaint to the school board or local school authorities of any city, town, district or municipality, that any minor (whose name shall be given in such complaint) is employed in any mercantile institution, store, office, laundry, manufacturing establishment, bowling alley, theatre, concert hall or place of amusement, passenger or freight elevator, factory or workshop, or as messenger or driver therefor, contrary to the provisions of this Act, it shall be the duty of such school board or local authority to report the same to the State Inspector of Factories.

§ 10. No person under the age of 16 years shall be employed or suffered or permitted to work at any gainful occupation more than forty-eight hours in any one week, nor more than eight hours in any one day; or before the hours of 7:00 o'clock in the morning or after the hour of 7:00 o'clock in the evening. Every employer shall post in a conspicuous place in every room where such minors are employed a printed notice stating the hours required of them each day of the week, the hours of commencing and stopping work and the hours when the time or times allowed for dinner or for other meals begins and ends. The printed form of such notice shall be furnished by the State Inspector of Factories, and the employment of any such minor for longer time in any day so stated shall be deemed a violation of this section.

§ 11. No child under the age of 16 years shall be employed at sewing belts, or to assist in sewing belts, in any capacity whatever; nor shall any child adjust any belt to any machinery; they shall not oil or assist in oiling, wiping or cleaning machinery; they shall not operate or assist in operating circular or band saws, wood-shapers, wood-jointers, planers, sandpaper or wood-polishing machinery, emery or polishing wheels used for polishing metal, wood-turning or boring machinery, stamping machines in sheet metal and tinware manufacturing, stamping machines in washer and nut factories, operating corrugating rolls, such as are used in roofing factories, nor shall they be employed in operating any passenger or freight elevators, steam boiler, steam machinery, or other steam generating apparatus, or as pin boys in any bowling alleys; they shall not operate, or assist in operating, dough brakes, or cracker machinery of any description; wire or iron straightening machinery, nor shall they operate or assist in operating

rolling mill machinery, punches or shears, washing, grinding or mixing mill or calendar rolls in rubber, manufacturing, nor shall they operate or assist in operating laundry machinery; nor shall children be employed in any capacity in preparing any composition in which dangerous or poisonous acids are used, and they shall not be employed in any capacity in the manufacture of paints, colors or white lead; nor shall they be employed in any capacity whatever in operating or assisting to operate any passenger or freight elevator; nor shall they be employed in any capacity whatever in the manufacture of goods for immoral purposes, or any other employment that may be considered dangerous to their lives or limbs, or where their health may be injured or morals depraved; nor in any theatre, concert hall, or place of amusement wherein intoxicating liquors are sold; nor shall females under 16 years of age be employed in any capacity where such employment compels them to remain standing constantly.

§ 12. The presence of any person under the age of 16 years in any manufacturing establishment, factory or workshop, shall constitute *prima facie* evidence of his or her employment therein.

§ 13. It shall be the special duty of the State Factory Inspector to enforce the provisions of this Act, and to prosecute all violations of the same before any magistrate or any court of competent jurisdiction in this State. It shall be the duty of the State Factory Inspector, assistant State factory inspectors and deputy State factory inspectors, under the supervision and direction of the State Factory Inspector, and they are hereby authorized and empowered to visit and inspect, at all reasonable times, and as often as possible, all places covered by this Act.

§ 14. Whoever having under his control a child under the age of 16 years, permits such child to be employed in violation of the provisions of this Act, shall, for each offense, be fined not less than \$5.00 nor more than \$25.00, and shall stand committed until such fine and costs are paid. A failure to produce to the inspector of factories, his assistants or deputies, any age and school certificates, or lists required by this Act, shall constitute a violation of this Act, and the person failing, shall, upon conviction, be fined not less than \$5.00 nor more than \$50.00 for each offense. Every person authorized to sign the certificate prescribed by section 7 of this Act, who certifies to any materially false statement therein, shall be deemed guilty of a violation of this Act, and upon conviction be fined not less than \$5.00 nor more than \$100.00 for each offense, and shall stand committed until such fine and costs are paid. Any person, firm or corporation, agent or manager, superintendent or foreman, of any firm or corporation, whether for himself or for such firm or corporation, or by himself, or through sub-agents or foreman, superintendent or manager, who shall violate or fail to comply with any of the provisions of this Act, or shall refuse admittance to premises, or otherwise obstruct the factory inspector, assistant factory inspector, or deputy factory inspector, in the performance of their duties, as prescribed by this Act, shall be deemed guilty of a misdemeanor, and upon conviction thereof, shall be fined not less than \$5.00 nor more than \$100.00 for each offense, and stand committed until such fine and costs are paid.

APPROVED May 15, 1903.

DEAF AND DUMB AND BLIND CHILDREN.

AN ACT *to enable school directors and boards of education to establish and maintain classes and schools for deaf and dumb and blind children, and providing for the payment from the State treasury of the excess cost of maintaining and operating such classes and schools over the cost of maintaining and operating elementary schools for normal children.*

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That boards of education and school directors shall be empowered to establish and maintain classes and schools for deaf and dumb and blind children.

§ 2. Such boards of education may acquire sites for such schools anywhere within the counties in which said cities are situated in the same manner as is provided in the case of the acquirement of public school sites in said cities, and authority is hereby expressly granted for this purpose.

§ 3. The board of education establishing and maintaining such classes, school or schools, may also employ a superintendent and all other necessary officers, agents and teachers for such schools, and shall prescribe the method of discipline and the course of instruction therein, and shall exercise the same powers and perform the same duties as are prescribed by law for the establishment, maintenance and management of other classes and schools, and, in addition thereto, shall have all powers necessary to carry the terms and provisions of this Act into operation and effect.

§ 4. No person shall be employed to teach any class or classes in such school or schools who shall not have first obtained a certificate of qualification for teaching in such school or schools, as provided by law. All classes or schools maintained for the deaf, shall be established for the benefit of deaf children between the ages of 3 and 21 years. But no person shall be authorized or employed to teach the deaf, who shall not have received instruction in the methods of teaching the deaf for a term of not less than one year.

§ 5. The board of education shall keep an accurate, detailed and separate account of all moneys paid out by it for the maintenance of such classes and schools, and for the instruction and care of the pupils attending them, and shall report the same to the Board of Administration for approval, on vouchers prescribed by said board, on or before the third Monday in August in each year, together with the excess of cost for each and every such pupil for each school year ending in June, over the last ascertained average cost to such board of education for the instruction of normal children in the elementary public schools of the city for a like period of time of attendance, as such excess shall be determined and computed by said board of education.

§ 6. The aggregate excess cost of the maintenance of such classes and schools as determined, computed and reported by the board of education as provided in section 6 of this Act shall be, and the same is hereby made a charge against the State of Illinois and such excess cost shall be paid annually to such board of education on the warrant of the Auditor of Public Accounts out of any money in the treasury

appropriated for such purposes, on presentation of proper vouchers approved by the Board of Administration: *Provided, however*, that such excess cost for each pupil shall not exceed the following amounts:

For deaf and dumb pupils.....	\$110 00 a pupil
For blind pupils.....	160 00 a pupil

§ 7. All classes and schools established according to any of the provisions of this Act shall be subject to the supervision of the Superintendent of Public Instruction.

§ 8. The Auditor of Public Accounts is hereby authorized and directed to draw his warrants on the State Treasurer on or before the first Monday in September of each year for the respective sums of excess cost theretofore reported to him, as provided in section 7 of this Act, upon the order of the Board of Administration.

APPROVED June 2, 1911.

DELINQUENT CHILDREN.

AN ACT to enable school directors and boards of education to establish and maintain classes and schools for delinquent children committed by courts of competent jurisdiction and providing for the payment from the State treasury of the excess cost of maintaining and operating the said classes and schools over the cost of maintaining and operating elementary schools for normal children.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That boards of education, school directors, and boards of school inspectors, whether acting under the general law or a special charter, shall be empowered to establish and maintain classes and schools for the delinquent children, residents of such cities, committed by courts of competent jurisdiction. (As amended by an Act approved June 23, 1915.)

§ 2. Such boards of education may acquire site or sites for such schools anywhere within the counties in which said cities are situated in the same manner as is provided in the case of the acquirement of public school sites in said cities, and authority is hereby expressly granted for this purpose.

§ 3. The board of education establishing and maintaining such classes, school or schools, may also employ a superintendent and all other necessary officers, agents and teachers for such schools, and shall prescribe the method of discipline and the course of instruction therein, and shall exercise the same powers and perform the same duties as are prescribed by law for the establishment, maintenance and management of other classes and schools, and, in addition thereto, shall have all powers to carry the terms and provisions of this Act into operation and effect.

§ 4. No person shall be employed to teach any class or classes in such school or schools who shall not have first obtained a certificate of qualification for teaching in such school or schools as provided by law.

§ 5. The board of education shall keep an accurate, detailed and separate account of all moneys paid out by it for the maintenance of such classes and schools, and for the instruction and care of the pupils

attending them, and shall report the same to the Board of Administration for approval, on voucher forms prescribed by said board, on or before the third Monday in August of each year, together with the excess of cost for each and every such pupil for each school year ending in June, over the last ascertained average cost to such board of education for the instruction of normal children in the elementary public schools in the city for a like period of time of attendance as such excess shall be determined and computed by said board of education.

§ 6. The aggregate excess cost of the maintenance of such classes and schools as determined, computed and reported by the board of education as provided in section 5 of this Act shall be and the same is hereby made a charge against the State of Illinois and such excess cost shall be paid annually to such board of education on the warrant of the Auditor of Public Accounts out of any money in the treasury appropriated for such purposes, on presentation of proper vouchers approved by the Board of Administration: *Provided, however*, that such excess cost for each pupil shall not exceed the following amount: For delinquent children.....\$190 a pupil

§ 7. All classes and schools established according to any of the provisions of this Act shall be subject to the supervision of the Superintendent of Public Instruction.

§ 8. The Auditor of Public Accounts is hereby authorized and directed to draw his warrants on the State Treasurer on or before the first Monday in September of each year for the respective sums of excess cost therefore reported to him, as provided in section 5 of this Act, upon the order of the Board of Administration.

APPROVED June 2, 1911.

ELECTIONS IN CERTAIN DISTRICTS.

AN ACT to regulate the holding of elections and declaring the result thereof for town, school township and school district purposes, where such town, school township or school district lies wholly within or partly within and partly without any city, village or incorporated town which has adopted or may adopt an Act entitled, "An Act regulating the holding of elections and declaring the result thereof in cities, villages and incorporated towns in this State," approved June 19, 1885; in force July 1, 1885.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That in all elections hereafter held for town, school township or school district purposes in any town, school township or school district lying wholly within or partly within and partly without any city, village or incorporated town which has or may adopt an Act entitled "An Act regulating the holding of elections and declaring the result thereof in cities, villages and incorporated towns in this State," approved June 19, 1885, in force July 1, 1885, the legal authorities of such town, school township or school district, shall locate the polling place or places, appoint the judges and clerks, and otherwise conduct the election in that portion or part of the town, school township or school district that lies without such city, village or incorporated town, in the manner provided by law, except as herein-

after provided, but no one residing without such city, village or incorporated town shall vote at any polling place within, nor shall any one residing within vote at any polling place without, and the votes cast at the polling place or places without such city, village or incorporated town, shall be canvassed, certified and returned as is now provided by law in such cases, and in addition thereto a complete abstract of the votes cast shall be made, certified and returned to the election commissioners of such city, village or incorporated town.

§ 2. In all that part or portion of such town, school township or school district that lies within such city, village or incorporated town, or where the same lies wholly within any such city, village or incorporated town, the election shall be conducted by the election commissioners of such city, village or incorporated town in strict conformity with the said Act approved June 19, 1885, mentioned in section 1 of this Act, and when partly within and partly without any such city, village or incorporated town the election commissioners shall certify the returns received by them from the polling place or places without such city, village or incorporated town, to the proper officer or officers; and all the returns so certified and returned by the election commissioners shall be canvassed, together with the returns certified from polling places within, by the same canvassing board, the results thereof declared, and certificates of election shall be issued thereon, the same as if all such votes had been cast in, certified and returned from such city, village or incorporated town: *Provided*, it shall not be necessary under this Act for the election commissioners to make or cause to be made a revision of the registry for special elections, or elections to fill a vacancy in a single office.

§ 3. An officer who shall willfully refuse to perform any duty required by this Act shall be guilty of a misdemeanor, and shall be liable to a fine of not less than \$100.00 nor more than \$500.00, and on conviction shall be removed from office, by the order of the court wherein such fine is assessed, and any person or combination of persons who shall under any pretense whatever attempt to establish a rival polling place, or otherwise attempt to obstruct or interfere with any election held or to be held under this Act, shall be guilty of a felony, and on conviction shall be imprisoned in the penitentiary not less than one nor more than three years.

APPROVED March 23, 1887.

ELECTIONS—JUDGES AND CLERKS.

AN ACT to provide for the compensation of judges and clerks of election at elections at which trustees of schools and school directors are elected under the provisions of an Act entitled, "An Act to regulate the holding of elections and declaring the result thereof in cities, villages and incorporated towns in this State," approved June 19, 1885.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That at all elections held under the provisions of an Act entitled, "An Act to regulate the holding of elections and declaring the result thereof in cities, villages and incorpo-

rated towns in this State," approved June 19, 1885, and those amendatory and supplemental thereto, at which any trustee of schools may have been heretofore or shall hereafter be elected, the expenses of such election shall be paid out of the treasury of such city, village or incorporated town.

§ 2. That all elections held under the provisions of said Acts, at which a school director is elected, the expenses of such election shall be paid out of any funds belonging or appertaining to the district for which such director is elected.

§ 3. The corporate authorities of cities, villages, incorporated towns and school districts are hereby authorized and empowered to levy taxes for the purpose of paying election expenses.

APPROVED June 3, 1889.

ELECTIONS VALIDATED.

AN ACT to legalize certain elections held since July 1, 1911, under and by virtue of "An Act to authorize the organization of high school districts," approved June 5, 1911, and in force July 1, 1911, and all proceedings taken in pursuance thereof, and to abate certain pending suits.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That whenever any election has been held since July 1, 1911, under and by virtue of "An Act to authorize the organization of high school districts," approved June 5, 1911, and in force July 1, 1911, at which the votes of women may have been the deciding factor in carrying such election then, and in such case, such elections are hereby made and held to be legal, valid and binding, and all high school districts organized under and by virtue of such elections and in pursuance thereof, if otherwise legally organized, are hereby held and declared to be duly and legally organized and made valid and binding, and all officers elected and all acts done under and by virtue of such elections and in pursuance thereof, if otherwise legal, are hereby made valid and declared to be legal, binding and of full force and effect, and all pending suits, questioning the validity of such elections on the aforesaid grounds, shall abate: *Provided*, that this Act shall not apply to any district, portions of which have since the organization of such district, been later organized into or as a part of any other district or districts.

§ 2. Whereas, an emergency exists, therefore, this Act shall be in full force and effect from and after its passage and approval.

APPROVED April 24, 1915.

EMINENT DOMAIN.

AN ACT enabling trustees, boards of education, and other corporate authorities of universities, colleges, township high schools, and all other educational institutions established and supported by this State, or by a township, to exercise the right of eminent domain.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That whenever any lot or parcel

of land shall be needed as a site for a building to be erected for any university, college, township high school, or other educational institution, established and supported by this State or by a township therein, and compensation for such lot or parcel of ground cannot be agreed upon between the owner or owners thereof and the trustees, board of education or other corporate authority of such university, college, township high school, or other educational institution so needing such lot or parcel of land for such site, then such trustees, board of education or other corporate authority of such university, college, township high school or other educational institution shall have the power and it shall be their duty to proceed to have such compensation determined in the matter which may be at the time provided by law for the exercise of the right of eminent domain.

APPROVED May 20, 1907.

EMPLOYEES' PENSION FUND.

AN ACT, *to provide for the formation and disbursement of a public school employees' pension fund in cities having a population exceeding 100,000 inhabitants.*

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That the board of education in cities having a population exceeding 100,000 inhabitants shall have the power, and it shall be their duty, to create a public school employees' pension fund, which shall consist of amounts retained from the salaries or wages of employees, as hereinafter provided, which amounts shall be deducted in equal monthly installments from such salaries or wages, at the regular time or times of the payment thereof, and all moneys derived from any and all other sources whatever.

§ 2. The term "employee" under this Act shall include only engineers, janitors and office employees in the employ of said board of education, earning over \$49.00 per month, and this Act shall apply only to those employees who voluntarily accept and agree to comply with its provisions. Any employee, a part of whose salary may be set apart hereafter to provide for the fund created by this Act, may be released from the necessity of making further payments to said fund, by filing a written notice of his or her desire to withdraw from complying with the provisions of this Act, with the board of trustees hereinafter mentioned, which said resignation shall operate and go into effect immediately upon its receipt by said board of trustees.

§ 3. The city treasurer, subject to the control and direction of the board of trustees hereinafter mentioned, shall be the custodian of said pension fund, and shall secure and safely keep the same, as well as all funds in his possession heretofore contributed under the provisions of any law relating to the retirement or pensioning of public school employees, and shall keep books and accounts concerning said fund, in such manner as may be prescribed by said board of trustees, which said books and accounts shall always be subject to the inspection of said board of trustees, or of any member thereof. The city treasurer shall, within ten days after his election or appointment, execute a bond

to the city, with good and sufficient sureties, in which penal sum as the said board of trustees shall direct, which said bond shall be approved by the said board of trustees, and shall be conditioned for the faithful performance of the duties of said office, and that he will safely keep and well and truly account for all moneys belonging to said pension fund, and all interest thereon, which may come into his hands as such treasurer, and that upon the expiration of his term of office, or upon his retirement therefrom for any cause, he will surrender and deliver over to his successor, all unexpended moneys, with such interest as he may have received thereon; and all property which may have come into his hands as treasurer of said pension fund. Such bond shall be filed in the office of the clerk of said city, and in case of a breach of the same, or the conditions thereof, suit may be brought on the same in the name of the said city for the use of said board of trustees, or of any person or persons injured by such breach.

§ 4. The board of education shall, in the month of September immediately following the passage of this Act, arrange for the election of a board of trustees of said pension fund, composed of six members, to be chosen as hereinafter provided, which election shall be held not later than October 30, of the same year. Said board of trustees shall have power, and it shall be its duty, to administer said fund and to carry out the provisions of this Act, and for the purpose of enabling such board of trustees to perform the duties imposed and exercise the powers granted by this Act, the board of trustees shall be, and is hereby declared to be, a body politic and corporate.

§ 5. The said board of trustees shall consist of the president and secretary of the board of education and four employees contributing to said fund. The president and secretary of the board of education shall be *ex officio* members of said board of trustees; and the other members shall be elected by ballot by the employees contributing to said fund, at the time and for the terms respectively as follows, to-wit: At the first election the contributors of said fund shall elect two of their number to serve for the term of one year, and two to serve for the term of two years, and annually thereafter said contributors shall elect two of their number to hold office for the term of two years.

§ 6. Whenever any elective member of the board of trustees shall cease to be in the employ of said board of education his or her membership in said board of trustees shall cease. Said board of trustees shall have power and it shall be its duty:

(1) To determine the amount which shall be deducted from the salaries or wages paid to employees for the benefit of said pension fund: *Provided*, the amount of such deduction shall not be less than twelve dollars nor more than forty-eight dollars per year, for each employee: *And, provided, further*, that no deduction shall be made from the salary or wages of any employee who received less than forty-nine dollars per month, nor shall any one who receives a salary of not less than forty-nine dollars per month participate in said fund.

(2) To make all payments from said pension fund, pursuant to the provisions of this Act.

(3) To administer and invest in their discretion any part of the said pension fund remaining in the hands of said treasurer.

(4) To pay all necessary expenses in connection with the administration of said fund and carrying out the provisions of this Act for which provision is not otherwise made.

(5) To determine the amount to be paid as benefits or annuities under this Act and to increase or reduce the same in their discretion: *Provided*, that no benefit or annuity shall exceed six hundred dollars per year.

(6) To take by gift, grant or bequest, or otherwise any money or property of any kind, and hold the same for the benefit of said fund.

(7) To purchase, hold, sell or assign and transfer any of the securities in which said fund, or any part thereof, may be invested.

(8) To exempt any of said employees from the operation of this Act, whenever in their judgment, the interest of said fund shall render such exemption necessary and advisable.

(9) To fill any vacancy or vacancies in said board of trustees until the next annual election, as hereinbefore provided.

(10) To make and establish all such rules for the transaction of their business, and such other rules, regulations and by-laws as may be necessary for the proper administration of said fund committed to their charge, and the performance of the duties imposed upon them.

(11) They shall keep a full and complete record of their meetings and of the receipts and disbursements on account of such fund, and also complete list of all contributors to said fund, and of all annuitants receiving benefits therefrom, and such other records as in their judgment shall seem necessary, and shall make and publish annually a full and complete statement of their financial transactions.

(12) Said board shall hear and determine all applications for benefits under this Act, and shall have power to suspend any annuity whenever, in their judgment, the disability of such beneficiary has ceased, or for other good cause.

(13) To compromise, settle or liquidate any claim against said fund, by surrendering the contribution or contributions of any individual or individuals, and make the necessary rules, prescribing the terms under which such settlements may be made, providing there shall be no rule allowing restitution of deductions from salaries after the contributor shall have become eligible to an annuity under this Act.

§ 7. Any contributor to said fund who shall have attained the age of fifty-five years, and shall have been in the service of said board of education for a period of ten years, and shall have contributed to said fund for the same period, shall have the right to retire and become a beneficiary under this Act and to receive such benefit or annuity from said fund as shall be determined by said board of trustees, which said benefit or annuity shall be proportionate to the amount of the contributions of such employees.

§ 8. Upon the death of any contributor, who is not nor has been a beneficiary under this Act, the said board of trustees may pay an amount not exceeding one year's benefits to the widow, if any, of such deceased contributor, and if there be no widow said board of trustees may expend said amount for the benefit of the minor children, if any, of such deceased contributor.

§ 9. Any employee who has heretofore retired from service, pursuant to the provisions of an Act entitled, "An Act to provide for the formation and disbursement of a public school teachers' and public school employees' pension and retirement fund in cities having a population exceeding one hundred thousand inhabitants," approved May 31, 1895, in force July 1, 1895, and has contributed to the fund created by said last mentioned Act, shall be entitled to such portion of the full annuity provided for under this Act as the board of trustees may determine.

§ 10. All sums heretofore contributed by employees under the provisions of an Act entitled, "An Act to provide for the formation and disbursement of a public school teachers' and public school employees' pension and retirement fund in cities having a population exceeding one hundred thousand inhabitants," approved May 31, 1895, in force July 1, 1895, shall be set apart and held by said city treasurer as a part of the fund created by this Act, and subject to the provisions of this Act.

§ 11. Any person who has been an employee of said board of education for a period of twenty years or more, and is a contributor to said fund, may retire from the service of said board of education upon sixty days' notice, to be given to said board of trustees (unless such notice is waived by said board of trustees) and become an annuitant under this Act.

§ 12. Any person who has contributed to said fund for a period of ten years or more may retire from the service of said board of education on account of serious disability, rendering him or her unable to properly discharge his or her duties, upon one year's notice, to be given to said board of trustees (unless such notice is waived by said board of trustees) and may become an annuitant under this Act, and shall thereupon be entitled to receive for a period of two years (which may be extended upon proof of continued disability), such part of the annuity then allowed under the rules of said trustees, as said trustees may determine.

§ 13. Any employee who has been contributing to said fund for less than ten years, and who shall be dismissed or resign from the service of said board of education, may, upon application made within three months after the date of such dismissal or resignation, receive one-half of the total amount paid into said fund by such person so dismissed.

§ 14. The president and secretary of the board of education shall certify monthly to the treasurer of all amounts deducted in accordance with the provisions of this Act from the salaries paid by the board of education, which amounts, as well as all other sums contributed to said fund under the provisions of this Act, shall be set apart and held by said treasurer for the purpose hereinbefore specified, subject to the order of said board of trustees, and shall be paid out upon warrants signed by the president and secretary of said board of trustees.

§ 15. All annuities granted under the provisions of this Act shall be exempt from attachment and garnishment process, and no annuitant shall have the right to transfer or assign his or her annuity, either by way of mortgage or otherwise.

§ 16. All elections or appointments of employees by said board of education shall be made pursuant to the provisions of an Act entitled "An Act to regulate the civil service of cities," approved and in force March 20, 1895, such election or appointment to be permanent during efficiency and good behavior, and no employee who has contributed to said fund shall be removed or discharged, except for cause, upon written charges, which shall be investigated and determined by the board of education, whose action and decision in the matter shall be final.

§ 17. Any person who shall, directly or indirectly, avoid or seek to avoid any or all of the provisions of this Act, or who shall, directly or indirectly, interfere with or obstruct the enforcement of any of the provisions of this Act, shall be guilty of a misdemeanor, and shall, on conviction thereof, be punished by a fine of not less than fifty dollars and not exceeding one thousand dollars, or by imprisonment in the county jail for a term not exceeding six months, or both such fine or imprisonment, in the discretion of the court.

§ 18. All laws and parts of laws which are inconsistent with this Act, or any provisions thereof, are hereby repealed.

APPROVED May 15, 1903.

EMPLOYEES' PENSION FUND.

AN ACT *to provide for the contribution from public moneys to the public school employees' pension fund in cities having a population exceeding one hundred thousand inhabitants.*

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That the board of education of any city having a population exceeding one hundred thousand inhabitants, shall have power to annually set aside and appropriate and pay into the public school employees' pension fund in such city now existing or hereafter created pursuant to any law, a sum of public moneys so that the same when taken with the moneys added to such pension fund for that year from interest on school funds raised by taxation, as provided for by law, shall equal in amount not to exceed double the aggregate of the sums set apart for that year and contributed to such pension fund from the salaries of persons in the employ of said board of education, who are contributors to such pension fund.

APPROVED June 27, 1913.

FEEES AND SALARIES.

AN ACT *concerning fees and salaries, and to classify the several counties of this State with reference thereto.*

§ 27. County superintendents elected hereafter shall receive for their services in counties which, according to the census of 1900, contained a population not exceeding 12,000, \$1,250 per annum; in counties which according to the census of 1900, contained a population of more than 12,000 and not exceeding 20,000, \$1,500 per annum; in counties which, according to the census of 1900, contained a population

of more than 20,000 and not exceeding 28,000, \$1,800 per annum; in counties which, according to the census of 1900, contained a population of more than 28,000 and not exceeding 36,000, \$2,000 per annum; in counties which, according to the census of 1900, contained a population of more than 36,000 and not exceeding 50,000, \$2,250 per annum; in counties which, according to the census of 1900, contained a population of more than 50,000 and not exceeding 75,000, \$2,500 per annum; in counties which, according to the census of 1900, contained a population of more than 75,000 and not exceeding 100,000, \$2,750 per annum, and in counties which, according to the census of 1900, contained a population of more than 100,000, \$7,500 per annum, payable quarterly from the State school fund: *Provided, however*, that the board of supervisors or board of county commissioners may allow additional compensation for such services, payable quarterly from the county treasury. The Auditor in making his warrant to any county for the amount due it from the State school fund, shall deduct from it the several amounts for which warrants have been issued to the county superintendent of said county since the preceding apportionment of the State school fund.

APPROVED June 12, 1909.

HIGH SCHOOL DISTRICTS.

AN ACT to authorize the organization of high school districts.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That any school township that contains a school district having a population of 1,000 or more and not exceeding 100,000 inhabitants, whether operating under the general school law or governed by virtue of a special Act, may be organized into a high school district by submitting the proposition to a vote of the people at a general or special election.

§ 2. Upon the receipt of a petition signed by fifty or more legal voters, the county superintendent of schools of the county in which the township or the greater part of the territory described in the petition is situated, shall forthwith order an election to be held for the purpose of voting "for" or "against" the proposition to establish a township high school, by posting notices for at least ten days in ten of the most public places throughout the township or territory, which notices may be substantially as follows:

NOTICE OF ELECTION.

Notice is hereby given that on.....the..... day of, 1...., an election will be held at for the purpose of voting "for" or "against" the proposition to establish a township high school for the benefit of the inhabitants of township (or territory)..... The polls will be opened at.....o'clock.....m., and closed at.....o'clock.....m.

A..... B.....
County Superintendent.

In townships divided equally by county lines, the elections shall be in charge of the superintendent of schools of the county in which the sixteenth section is situate.

§ 3. The elections required by this Act shall be conducted by the trustees of schools, boards of education or boards of directors, designated by the county superintendent of schools, to whom all returns shall be made within five days. The ballots shall be in substantially the following form, to-wit:

For the establishment of a township high school	
Against the establishment of a township high school	

The voter shall make an X or cross-mark in the square following and opposite the proposition favored, and the ballot shall be so counted.

§ 4. If a majority of the votes cast shall be in favor of establishing a township high school, the county superintendent of schools shall forthwith order an election to be held within thirty days, for the purpose of selecting a township high school board of education, to consist of a president and six members, by posting notices for at least ten days in ten of the most public places throughout the township or territory, which notices may be substantially as follows:

NOTICE OF ELECTION.

Notice is hereby given that on....., the.....day of....., an election will be held at..... for the purpose of electing a township high school board of education, to consist of a president and six members. The polls will be opened at.....o'clock m., and closed at..... o'clock.....m.

A..... B.....
County Superintendent.

Two of the members shall be elected for one year, two for two years, and two for three years, and each year thereafter two members shall be elected to serve for three years. The president shall be elected annually. All subsequent elections shall be held on the second Saturday of April, annually.

§ 5. For the purpose of supporting a high school, the township or territory for the benefit of which a high school is established under the provisions of this Act, shall be regarded as a school district, and the board of education thereof shall, in all respects, have the powers and discharge the duties of boards of education elected under the general school law.

§ 6. The inhabitants of any contiguous and compact territory, whether in the same or different townships, upon a petition signed by at least fifty legal voters and an affirmative vote in such territory, may establish, in the manner provided by this Act, a township high school for the benefit of the inhabitants of the territory described in the petition.

§ 7. A school district or any part thereof, adjoining a high school district organized pursuant to this Act, may be annexed to such high school district and become a part thereof, by a concurrent resolution adopted by the boards in each district. Before the resolution shall take effect, however, the proposition shall be submitted, under the provisions

of this Act, to a vote of the people of the territory desiring annexation, and a majority of the votes cast shall be required in order to adopt such resolution.

§ 8. When any entire high school district desires to discontinue the township high school, the county superintendent, upon the receipt of a petition signed by a majority of the legal voters of the said district shall, forthwith, order an election to be held in the manner provided by this act, for the purpose of voting "for" or "against" the proposition to discontinue the township high school. If two-thirds of the ballots cast at the election shall be in favor of discontinuing the township high school, the county superintendent shall direct the high school board of education to discharge all outstanding obligations and to distribute the remainder of the assets of the high school district to the underlying districts and parts of districts in proportion to the assessed valuation of all the property of such districts and parts of districts: *Provided*, that an election to discontinue the township high school shall not be called within the period of two years from the establishment of such township high school, nor within a period of two years following any such election called to discontinue the township high school. When a township high school shall be discontinued by an order of any court of competent jurisdiction, the assets of the high school district shall be distributed in the manner provided by this section. (Added by an act approved June 26, 1915.)

APPROVED June 5, 1911.

HIGH SCHOOL PRIVILEGES.

AN ACT to provide for the payment of high school tuition and to provide free high school privileges for graduates of the eighth grade, and to repeal an Act entitled, "An Act to provide high school privileges for graduates of the eighth grade," approved June 26, 1913, in force July 1, 1913.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That graduates of the eighth grade residing in districts which do not provide four years of recognized high school work shall be admitted upon the payment of tuition to any recognized public high school for the completion of such portion of a four-year course as is not provided by the home districts. The parent or guardian shall select the high school to be attended subject to the consent of the high school board and the approval of the county superintendent. The school selected may be any recognized two, three or four year public high school.

§ 2. An eighth grade graduate, in the meaning of this Act, is any person of school age who gives satisfactory evidence of having completed the first eight grades of school work by presenting a certificate of promotion issued by the home school board or by passing an examination set by the county superintendent or by a recognized high school.

§ 3. A recognized high school, in the meaning of this Act, is any public high school providing a course of two or more years of work approved by the superintendent of public instruction.

§ 4. On or before the 15th day of March of each year the clerks of school boards in the districts where tuition pupils reside, and the clerks of boards of the high schools attended by pupils not residents of such high school districts, shall report to the county superintendent of the county where such pupils reside the names of such pupils and the tuition charges for same, and the school districts in which they reside and the name of the high school attended, and such other facts as he may require.

§ 5. On or before the first day of April of each year the county superintendent of schools of each county, having ascertained the number of pupils from his county attending high schools under the provisions of this Act and the amount of tuition due each high school attended, shall pay all such tuition to the clerks of the boards in control of such high schools out of the State school fund apportioned to that county before distributing the same as now provided by law, and shall report all of his transactions relating thereto to the township treasurers of his county and to the superintendent of public instruction on or before the 15th day of April of that year.

§ 6. The county superintendent of any county may limit the maximum amount of tuition per pupil in his county to forty dollars, but in such case shall notify all of the high schools in the county of his action before the opening of the school year: *Provided*, that the tuition in no instance shall be greater than the per capita cost of maintaining the high school selected, and that when a pupil attends less than the school year the tuition shall be estimated upon the number of months attended.

§ 7. All pupils attending high schools under the provisions of this Act, shall attend a high school in the county where such pupil resides, except for sufficient reasons appearing to the county superintendent of schools of the county where such pupil resides he may issue a written permit for such pupil to attend a high school in another county.

§ 8. An Act entitled, "An Act to provide high school privileges for graduates of the eighth grade," approved June 26, 1913, in force July 1, 1913, and all other Act or parts of Acts in conflict with the provisions of this Act are hereby repealed.

Filed July 8, 1915.

HUMANE INSTRUCTION.

AN ACT to provide for moral and humane education in the public schools and to prohibit certain practices inimical thereto.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly.* That it shall be the duty of every teacher of a public school in this State to teach to all the pupils thereof honesty, kindness, justice and moral courage for the purpose of lessening crime and raising the standard of good citizenship.

§ 2. In every public school within this State not less than one-half hour of each week, during the whole of each term of school, shall be devoted to teaching the pupils thereof kindness and justice to and humane treatment and protection of birds and animals, and the im-

portant part they fulfill in the economy of nature. It shall be optional with each teacher whether it shall be a consecutive half-hour or a few minutes daily, or whether such teaching shall be through humane reading, daily incidents, stories, personal examples or in connection with nature-story.

§ 3. No experiment upon any living creature for the purpose of demonstration in any study shall be made in any public school of this State. No animal provided by, nor killed in the presence of any pupil of a public school, shall be used for dissection in such school, and in no case shall dogs or cats be killed for such purposes. Dissection of dead animals, or any parts thereof, shall be confined to the class room and shall not be practiced in the presence of any pupil not engaged in the study to be illustrated thereby.

§ 4. The Superintendent of Public Instruction of this State and the committee in charge of preparing the program for each annual meeting of the Illinois State Teachers' Association shall include therein moral and humane education. The superintendent of schools of each county and of each city shall include once each year moral and humane education in the program of the teachers' institute which is held under his or her supervision.

§ 5. The principal or teacher of each public school shall state briefly in each of his or her monthly reports whether the provisions of this Act have been complied with in the school under his or her control. No teacher who knowingly violates any provision of sections 1, 2 or 3 of this Act shall be entitled to receive more than 95 per cent of the public school moneys that would otherwise be due for services for the month in which such provision shall be violated. This Act shall apply to common schools only and shall not be construed as requiring religious or sectarian teaching.

APPROVED June 14, 1909.

JUVENILE COURTS.

AN ACT relating to children who are now or may hereafter become dependent, neglected or delinquent, to define these terms, and to provide for the treatment, control, maintenance, adoption and guardianship of the person of such children.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That all persons under the age of 21 years shall, for the purpose of this Act only, be considered wards of this State, and their persons shall be subject to the care, guardianship and control of the court as hereinafter provided.

For the purpose of this Act, the words "dependent child" and "neglected child" shall mean any male child who, while under the age of 17 years, or any female child who, while under the age of 18 years, for any reason, is destitute, homeless or abandoned, or dependent upon the public for support; or has not proper parental care or guardianship; or habitually begs or receives alms; or is found living in any house of ill-fame or with any vicious or disreputable person; or has a home which, by reason of neglect, cruelty or depravity on the part of its parents, guardian or any other person in whose care it may be,

is an unfit place for such a child; and any child who, while under the age of 10 years, is found begging, peddling or selling any articles or singing or playing any musical instrument for gain upon the street or giving any public entertainments or accompanies or is used in aid of any person so doing.

The words "delinquent child" shall mean any male child who, while under the age of 17 years, or any female child who, while under the age of 18 years, violates any law of this State; or is incorrigible, or knowingly associates with thieves, vicious or immoral persons; or without just cause and without the consent of its parents, guardian or custodian absents itself from its home or place of abode, or is growing up in idleness or crime; or knowingly frequents a house of ill-repute; or knowingly frequents any policy shop or place where any gaming device is operated; or frequents any saloon or dram shop where intoxicating liquors are sold; or patronizes or visits any public pool room or bucket shop; or wanders about the streets in the night time without being on any lawful business or lawful occupation; or habitually wanders about any railroad yards or tracks or jumps or attempts to jump on any moving train; or enters any car or engine without lawful authority; or uses vile, obscene, vulgar, profane or indecent language in any public place or about any school house; or is guilty of indecent or lascivious conduct, any child committing any of these acts herein mentioned shall be deemed a delinquent child and shall be cared for as such in the manner hereinafter provided.

A disposition of any child under this Act or any evidence given in such cause shall not, in any civil, criminal or other cause or proceeding whatever in any court, be lawful or proper evidence against such child for any purpose whatever, except in subsequent cases against the same child, under this Act. The word "child" or "children" may be held to mean one or more children, and the word parent or parents may be held to mean one or both parents, when consistent with the intent of this Act. The word "association" shall include any association, institution or corporation which include in their purposes the care or disposition of children coming within the meaning of this Act. (As amended by an Act approved June 4, 1907.)

§ 2. The circuit and county courts of the several counties in this State shall have original jurisdiction in all cases coming within the terms of this Act. In all trials under this Act any person interested therein may demand a jury of six, or the judge of his own motion may order a jury of the same number, to try the case.

§ 3. In counties having over 500,000 population the judges of the circuit court shall, at such times as they shall determine, designate one or more of their number whose duty it shall be to hear all cases coming under this Act. A special court room, to be designated as the juvenile court room, shall be provided for the hearing of such cases, and the findings of the court shall be entered in a book or books to be kept for that purpose and known as the "Juvenile Record," and the court may, for convenience, be called the "Juvenile Court."

§ 4. Any reputable person, being a resident of the county, may file with the clerk of the court having jurisdiction of the matter, a petition

in writing, setting forth that a certain child, naming it, within his county, not now or hereafter an inmate of a State institution incorporated under the laws of this State, except as provided in sections 12 and 18 hereof, is either dependent, neglected or delinquent as defined in section 1 hereof; and that it is for the interest of the child and this State that the child be taken from its parent, parents, custodian, or guardian and placed under the guardianship of some suitable person to be appointed by the court; and that the parent, parents, custodian or guardian of such child, are unfit or improper guardians, or are unable or unwilling to care for, protect, train, educate, control or discipline such child, or that the parent, parents, guardian or custodian consent that such child be taken from them.

The petition shall also set forth, either the name, or that the name is unknown to petitioner (a) of the person having the custody of such child; and (b) of each of the parents or the surviving parents of a legitimate child or of the mother of an illegitimate child; or (c) if it allege that both such parents are or such mother is dead, then of the guardian, if any of such child; (d) if it allege that both such parents are or that such mother is dead and that no guardian of such child is known to the petitioner, then, of a near relative, or that none such is known to petitioner. The petition shall also state the residences of such parties so far as the same are known to such petitioner. All persons as named in such petition shall be made defendants by name and shall be notified of such proceedings of summons if residents of this State in the same manner as is now or may hereafter be required in chancery proceedings by the laws of this State except only as herein otherwise provided.

All persons if any who or whose names are stated in the petition to be unknown to petitioner, shall be deemed and taken as defendants by the name or designation of "all whom it may concern." The petition shall be verified by affidavit, which affidavit shall be sufficient upon information and belief. Process shall be issued against all persons made parties by the designation of "all whom it may concern," by such description, and notice given by publication as is required in this Act shall be sufficient to authorize the court to hear and determine the suit as though the parties had been sued by their proper names. (As amended by an Act approved June 4, 1907.)

§ 5. The summons shall require the person alleged to have the custody of such child to appear with the child at that time and place stated in the summons; and shall also require all defendants to be and appear and answer the petition on the return day of the summons. The summons shall be made returnable at any time within twenty days after the date thereof and may be served by the sheriff, or by any duly appointed probation officer, even though such officer be the petitioner. The return of such summons with endorsement of service by the sheriff or by such probation officer in accordance herewith shall be sufficient proof thereof.

Whenever it shall appear from the petition or from affidavit filed in the cause that any named defendant resides or has gone out of the State or on due inquiry can not be found, or is concealed within this State or that his place of residence is unknown so that process cannot

be served upon him, or whenever any person is made defendant under the name or designation of "all whom it may concern" the clerk shall cause publication to be made once in some newspaper of general circulation published in his county, and if there be none published in his county, then in a newspaper published in the nearest place to his county in this State, which shall be substantially as follows:

A. B. C. D. etc. (here giving the names of such named defendants, if any) and to "all whom it may concern" (if there be any defendant under such designation).

Take notice that on the.....day of....., A. D. 190....., a petition was filed by.....in the.....Court of.....County to have a certain child, named....., declared a (dependent or delinquent) and to take from you the custody and guardianship of said child (and if the petition prays for the appointment of a guardian with power to consent to adoption, add and to give said child out for adoption).

Now, unless you appear within twenty days after the date of this notice and show cause against such application, the petition shall be taken for confessed, and a decree entered.

Dated (the date of publication).

E.....F....., *Clerk*

and he shall also, within ten days after the publication of such notice, send a copy thereof by mail, addressed to such defendants whose place of residence is stated in the petition and who shall not have been served with summons. Notice given by publication as is required by this Act shall be the only publication notice required either in the case of residents, non-residents or otherwise. The certificate of the clerk that he has sent such notice in pursuance of this section shall be evidence thereof. Every defendant who shall be duly summoned shall be held to appear and answer either in writing or orally in open court on the return day of the summons or if such summons shall be served less than one day prior to the return day then on the following day. Every defendant who shall be notified by publication as herein provided shall be held to appear and answer either in writing or orally in open court within twenty days after the date of the publication notice. The answer shall have no greater weight as evidence than the petition. In default of an answer at the time or times herein specified or at such further time as by order of court may be granted to a defendant, the petition may be taken as confessed.

If a person having the custody or control of the child shall fail, without reasonable cause, to bring the child into court, he may be proceeded against as in case of contempt of court. In case the summons shall be returned not served upon the person having the custody or control of such child, or such person fails to obey the same, and in any case when it shall be made to appear to the court by affidavit, which may be on information and belief that such summons will be ineffectual, to secure the presence of the child, a warrant may issue on the order of the court either against the parents, or either of them, or guardian, or the person having the custody or control of the child, or with whom the child may be or against the child itself to bring such person into court. On default of the custodian of the child or on his appearance or

answer, or on the appearance in person of the child in court with or without the summons or other process and on the answer, default or appearance or written consent to the proceedings of the other defendants thereto or as soon thereafter as may be, the court shall proceed to hear evidence. The court may, in any case when the child is not represented by any person, appoint some suitable person to act on behalf of the child. At any time after the filing of the petition, and pending the final disposition of the case, the court may continue the hearing from time to time and may allow such child to remain in the possession of its custodian, or in its own home subject to the friendly visitation of a probation officer or it may order such child to be placed in the custody of a probation officer of the court, or of any other suitable person appointed by the court, or to be kept in some suitable place provided by the city or county authorities. (As amended by an Act approved June 4, 1907.)

§ 6. The court shall have authority to appoint or designate one or more discreet persons of good character to serve as probation officers during the pleasure of the court; said probation officers to receive no compensation from the public treasury. In case a probation officer shall be appointed by any court, it shall be the duty of the clerk of the court, if practicable, to notify the said probation officer in advance when any child is to be brought before the court; it shall be the duty of the said probation officer to make such investigation as may be required by the court; to be present in court in order to represent the interests of the child when the case is heard; to furnish to the court such information and assistance as the judge may require; and to take such charge of any child before and after trial as may be directed by the court: *Provided, however*, that in counties having over five hundred thousand population, the judges of the circuit court, by rule to be entered of record, shall determine a number of probation officers, including one head probation officer, to be employed during each year, who shall be paid a suitable compensation for their services. The head probation officer shall have charge and control of all other probation officers, subject to the direction of the court. The judges of said court shall notify the president of the board of county commissioners or supervisors of said county, as the case may be, of the number of said probation officers so determined, who are to be paid as herein provided; and said probation officers, including the head probation officer, as aforesaid, shall be appointed in the same manner and under the same rules and regulations as other officers or employees in the said county under the board of commissioners or supervisors of the county, as the case may be, and shall be paid a suitable compensation by the county for their services, the amount thereof to be determined by such board of commissioners or supervisors, as the case may be: *Provided, further*, that in counties having a population of less than five hundred thousand (500,000), the county judge of any such county shall have the authority to designate some suitable person to act as probation officer, during the pleasure of the court; and such probation officer shall be paid a suitable compensation for his services, such compensation to be fixed by the board of county commissioners, or board of supervisors of such county, as the case may be, such compensation to be paid out

of the county treasury by such county, monthly, upon certification by the county judge of such county. Such board of county commissioners or board of supervisors of any such counties may, if they deem it necessary or advisable, upon recommendation of the county judge, provide for the employment of additional probation officers, and shall have like authority to fix their compensation; and if such additional probation officers are authorized, as aforesaid, the same shall be appointed by the county judge of such county, and be paid out of the county treasurer, monthly, upon proper certification of such county judge. Such probation officers shall have the same powers and perform the same duties as other probation officers under the provisions of this Act. Nothing herein contained, however, shall be held to limit or abridge the power of the judge or judges so designated under section 3 of this Act to hear cases coming under this Act, to appoint persons or probation officers whom said judge or judges may see fit, and who shall serve without pay for such services as probation officers. (As amended by an Act approved April 19, 1907.)

§ 7. If the court shall find any male child under the age of 17 years or any female child under the age of 18 years to be dependent or neglected within the meaning of this Act, the court may allow such child to remain at its own home subject to the friendly visitation of a probation officer. And if the parent, parents, guardian or custodian consent thereto, or if the court shall further find that the parent, parents, guardian or custodian of such child are unfit or improper guardians or are unable or unwilling to care for, protect, train, educate or discipline such child and that it is for the interest of such child and of the People of this State and that such child be taken from the custody of its parents, custodian or guardian, the court may make an order appointing as guardian of the person of such child, some reputable citizen of good moral character and order such guardian to place such child in some suitable family home or other suitable place, which such guardian may provide for such child, or the court may enter an order committing such child to some suitable State institution organized for the care of dependent or neglected children, or to some training school or industrial school or to some association embracing in its objects the purpose of caring for or obtaining homes for neglected or dependent children, which association shall have been accredited as hereinafter provided. If the parent or parents of such dependent or neglected child are poor and unable to properly care for the said child, but are otherwise proper guardians and it is for the welfare of such child to remain at home, the court may enter an order finding such facts and fixing the amount of money necessary to enable the parent or parents to properly care for such child, and thereupon it shall be the duty of the county board, through its county agent or otherwise, to pay to such parent or parents or to such other person for them as the court may direct at such times as said order may designate the amount so specified for the care of such dependent or neglected child until the further order of the court. (As amended by an Act approved June 5, 1911.)

§ 8. In every case where such child is committed to an institution or association, the court shall appoint the president, secre-

tary or superintendent of such institution or association, guardian over the person of such child, and shall order such guardian to place such child in such institution or with such association, whereof he is such officer and to hold such child, care for, train and educate it subject to the rules and laws that may be in force from time to time governing such institution or association. (As amended by an Act approved June 4, 1907.)

§ 9. If the court shall find any male child under the age of 17 years or any female child under the age of 18 years to be delinquent within the meaning of this Act, the court may allow such child to remain at its own home subject to the friendly visitation of a probation officer, such child to report to the probation officer as often as may be required, and if the parents, parent, guardian or custodian consent thereto, or if the court shall further find either that the parent, parents, guardian or custodian are unfit or improper guardians, or are unable or unwilling to care for, protect, train, educate or discipline such child and shall further find that it is for the interest of such child and of the People of this State that such child be taken from the custody of its parents, parent, custodian or guardian, the court may appoint some proper person or probation officer, guardian over the person of such child and permit it to remain at its home, or order such guardian to cause such child to be placed in a suitable family home, or cause it to be boarded out in some suitable family home, in case provision is made by voluntary contribution or otherwise for the payment of the board; or the court may commit such child to some training school for boys if a male child or to an industrial school for girls if a female child, or to any institution incorporated under the laws of this State to care for delinquent children, or to any institution that has been or may be provided by the State, county, city, town, or village suitable for the care of delinquent children, including St. Charles School for Boys and State Training School for Girls, or to some association that will receive it, embracing in its objects the care of neglected, dependent or delinquent children and which has been duly accredited as hereinafter provided. In every case where such child is committed to an institution or association, the court shall appoint the president, secretary or superintendent of such institution or association, guardian over the person of such child and shall order such guardian to place such child in such institution or with such association, whereof he is such officer and to hold such child, care for, train and educate it subject to the rules and laws that may be in force, from time to time, governing such institution or association.

§ 9a. The court may, in its discretion, in any case of a delinquent child, permit such child to be proceeded against in accordance with the laws that may be in force in this State governing the commission of crimes or violations of city, village, or town ordinance. In such case the petition filed under this Act shall be dismissed.

§ 9b. The court may, when the health or condition of any child found to be dependent, neglected or delinquent requires it, order the guardian to cause such child to be placed in a public hospital

or institution for treatment or special care, or in a private hospital or institution which will receive it for like purposes, without charge to the public authorities.

§ 9c. Any child found to be dependent, neglected or delinquent as defined in this Act, and awarded by the court to a guardian, institution or association, shall be held by such guardian, institution or association, as the case may be, by virtue of the order entered of record in such case, and the clerk of the court shall issue and cause to be delivered to such guardian, institution or association a certified copy of such order of the court, which certified copy of such order shall be proof of the authority of such guardian, institution or association in behalf of such child, and no other process need issue to warrant the keeping of such child. The guardianship under this Act shall continue until the court shall by further order otherwise direct but not after such child shall have reached the age of 21 years. Such child or any person interested in such child may, from time to time, upon a proper showing, apply to the court for the appointment of a new guardian or the restoration of such child to the custody of its parents or for the discharge of the guardian so appointed.

§ 9d. Whenever it shall appear to the court before or after the appointment of a guardian under this Act that the home of the child or of his parents, former guardian or custodian is a suitable place for such child and that such child could be permitted to remain or ordered to be returned to said home consistent with the public good and the good of such child, the court may enter an order to that effect returning such child to his home under probation, parole or otherwise; it being the intention of this Act that no child shall be taken away or kept out of his home or away from his parents and guardian any longer than is reasonably necessary to preserve the welfare of such child and the interest of this State: *Provided, however*, that no such order shall be entered without first giving ten days' notice to the guardian, institution or association to whose care such child has been committed, unless such guardian, institution or association consents to such order.

§ 9e. The court may, from time to time, cite into court the guardian, institution or association to whose care any dependent, neglected or delinquent child has been awarded, and to require him or it to make a full, true and perfect report as to his or its doings in behalf of such child; and it shall be the duty of such guardian, institution or association, within ten days after such citation, to make such report either in writing verified by affidavit, or verbally under oath in open court, or otherwise as the court shall direct; and upon the hearing of such report, with or without further evidence, the court may, if it sees fit, remove such guardian and appoint another in his stead, or take such child away from such institution or association and place it in another, or restore such child to the custody of its parents or former guardian or custodian.

§ 10. When in any county where a court is held as provided in section 3 of this Act, a male child under the age of 17 years or a

female child under the age of 18 years is arrested with or without warrant such child may, instead of being taken before a justice of the peace or police magistrate, be taken directly before such court; or if the child is taken before a justice of the peace or police magistrate, it shall be the duty of such justice of the peace or police magistrate to transfer the case to such court, and the officer having the child in charge to take the child before such court, and, in any case, the court may proceed to hear and dispose of the case in the same manner as if the child had been brought before the court upon petition as herein provided. In any case, the court shall require notice to be given and investigation to be made as in other cases under this Act, and may adjourn the hearing from time to time for that purpose. (As amended by an Act approved May 16, 1905.)

§ 11. No court or magistrate shall commit a child under 12 years of age to a jail or police station, but if such child is unable to give bail it may be committed to the care of the sheriff, police officer or probation officer, who shall keep such child in some suitable place provided by the city or county outside of the inclosure of any jail or police station. When any child shall be sentenced to confinement in any institution to which adult convicts are sentenced it shall be unlawful to confine such child in the same building with such adult convicts, or to confine such child in the same yard or inclosure with such adult convicts, or to bring such child into any yard or building in which such adult convicts may be present.

§ 12. It shall be the duty of the superintendent of the State Reformatory at Pontiac and the board of managers of the State Home for Juvenile Female Offenders at Geneva, and the board of managers of any other institution to which juvenile delinquents may be committed by the courts, to maintain an agent of such institution, whose duty it shall be to examine the home of children paroled from such institution for the purpose of ascertaining and reporting to said court whether they are suitable homes; to assist children paroled or discharged from such institution in finding suitable employment, and to maintain a friendly supervision over paroled inmates during the continuance of their parole; such agents shall hold office subject to the pleasure of the board making the appointment, and shall receive such compensation as such board may determine out of any funds appropriated for such institution applicable thereto.

§ 13. All associations receiving children under this Act shall be subject to the same visitation, inspection and supervision by the Board of State Commissioners of Public Charities as are the public charitable institutions of this State, and it shall be the duty of the said board of commissioners to pass annually upon the fitness of every such association as may receive, or desire to receive, children under the supervision of this Act, and every such association shall annually, at such time as said board shall direct, make report thereto, showing its condition, management and competency to adequately care for such children as are, or may be, committed to it, and such other facts as said board may require, and upon said board being satisfied that such association is competent and has adequate facilities to care for such children, it shall issue to the same a certificate to that effect, which certificate shall

continue in force for one year, unless sooner revoked by said board, and no child shall be committed to any such association which shall not have received such a certificate within fifteen months next preceding the commitment. The court may, at any time, require from any association receiving, or desiring to receive, children under the provisions of this Act, such reports, information and statements as the judge shall deem proper or necessary for his action, and the court shall in no case be required to commit a child to any association whose standing, conduct or care of children, or ability to care for the same, is not satisfactory to the court. (As amended by an Act approved May 11, 1901.)

§ 14. No association whose objects may embrace the caring for dependent, neglected or delinquent children shall hereafter be incorporated unless the proposed articles of incorporation shall first have been submitted to the examination of the Board of State Commissioners of Public Charities, and the Secretary of State shall not issue a certificate of incorporation unless there shall first be filed in his office the certificate of said Board of State Commissioners of Public Charities that said board has examined the said articles of incorporation and that, in its judgment, the incorporators are reputable and responsible persons, the proposed work is needed, and the incorporation of such association is desirable and for the public good; amendments proposed to the articles of incorporation or association having as an object the care and disposal of dependent, neglected or delinquent children shall be submitted in like manner to the Board of State Commissioners of Public Charities, and the Secretary of State shall not record such amendment or issue his certificate therefor unless there shall first be filed in his office the certificate of said Board of State Commissioners of Public Charities and they have examined the said amendment, that the association in question is, in their judgment, performing in good faith the work undertaken by it, and that the said amendment is, in their judgment, a proper one and for the public good.

§ 15. Whenever the petition filed, as is provided in section 3 hereof, or a supplemental petition filed at any time after the appointment of the guardian shall pray that the guardian to be appointed shall be authorized to consent to the legal adoption of the child, and the court upon the hearing shall find that it is to the best interest of such child that the guardian be given such authority, the court may, in its order appointing such guardian, empower him to appear in court where any proceedings for the adoption of such child may be pending, and to consent to such adoption: and such consent shall be sufficient to authorize the court where the adoption proceedings are pending to enter a proper order or decree of adoption without further notice to, or consent by the parents or relatives of such child: *Provided, however,* that before entering such order the court shall find from the evidence that the parents or surviving parent of a legitimate child or the mother of an illegitimate child, or if the child has no parents living the guardian of the child, if any, or if there is no parent living and the child has no guardian or the guardian is not known to petitioner, then a near relative of the child, if any there be, consents to such order;

or that one parent consents and the other is unfit for any of the reasons hereinafter specified to have the child or that both parents are or that the surviving parent or the mother of an illegitimate child is so unfit for any of such reasons—the grounds of unfitness being (a) depravity, (b) open and notorious adultery or fornication, (c) habitual drunkenness for the space of one year prior to the filing of the petition, (d) extreme and repeated cruelty to the child, (e) abandonment of the child, or (f) desertion of the child for more than six months next preceding the filing of the petition. (As amended by an Act approved June 4, 1907.)

§ 16. No association which is incorporated under the laws of any other state than the state of Illinois shall place any child in any family home within the boundaries of the State of Illinois, either with or without indenture, or for adoption, unless the said association shall have furnished the Board of State Commissioners of Public Charities with such guarantee as they may require that no child shall be brought into the State of Illinois by such society or its agents having any contagious or incurable disease, or having any deformity, or being of feeble mind, or of vicious character, and that said association will promptly receive and remove from the State any child brought into the State of Illinois by its agent which shall become a public charge within the period of five years after being brought into this State. Any person who shall receive, to be placed in a home, or shall place in a home, any child in behalf of any association incorporated in any other state than the State of Illinois which shall not have complied with the requirements of this Act, shall be imprisoned in the county jail not more than thirty days, or fined not less than \$5.00 or more than \$100.00, or both, in the discretion of the court.

§ 17. The court in committing children shall place them as far as practicable in the care and custody of some individual holding the same religious belief as the parents of said child, or with some association which is controlled by persons of like religious faith of the parents of the said child.

§ 18. The county judge of each county may appoint a board of six reputable inhabitants, who will serve without compensation, to constitute a board of visitation, whose duty it shall be to visit as often as once a year all institutions, societies and associations receiving children under this Act. Said visits shall be made by not less than two of the members of the board, who shall go together or make a joint report; the said board of visitors shall report to the court from time to time the condition of children received by or in the charge of such associations and institutions, and shall make an annual report to the Board of State Commissioners of Public Charities in such form as the board may prescribe. The county board may, at their discretion, make appropriations for the payment of the actual and necessary expenses incurred by the visitors in the discharge of their official duties.

§ 19. The powers and duties herein provided to be exercised by the county court or the judges thereof may, in counties having over 500,000 population, be exercised by the circuit courts and their judges as hereinbefore provided for.

§ 20. Nothing in this Act shall be construed to repeal any portion of the Act to aid industrial schools for girls, the Act to provide for and aid training schools for boys, the Act to establish the Illinois State Reformatory or the Act to provide for a State Home for Juvenile Female Offenders. And in all commitments to said institutions the Acts in reference to said institutions shall govern the same.

§ 21. This Act shall be liberally construed, to the end that its purpose may be carried out, to-wit: That the care, custody and discipline of a child shall approximate as nearly as may be that which should be given by its parents, and in all cases where it can properly be done the child be placed in an improved family home and become a member of the family by legal adoption or otherwise.

§ 22. If it shall appear, upon the hearing of the cause that the parent, parents, or any person or persons named in such petition who are in law liable for the support of such child, are able to contribute to the support of such child, the court shall enter an order requiring such parent, parents or other persons to pay to the guardian so appointed or to the institution to which such child may be committed, a reasonable sum from time to time for the support, maintenance or education of such child and the court may order such parent, parents or other persons to give reasonable security for the payment of such sum or sums, and upon failure to pay, the court may enforce obedience to such order by a proceeding as for contempt of court. The court may, on application and on such notice as the court may direct from time to time, make such alterations in the allowance as shall appear reasonable and proper.

§ 23. If the person so ordered to pay for the support, maintenance or education of a dependent, neglected or delinquent child shall be employed for wages, salary or commission, the court may also order that the sum to be paid by him shall be paid to the guardian or institution out of his wages, salary or commission and that he shall execute an assignment thereof *pro tanto*. The court may also order the parent or the person so ordered to pay the sum of money for the support, maintenance or education of a child, from time to time make discovery to the court as to his place of employment and amount earned by him. Upon his failure to obey the orders of court he may be punished as for contempt of court.

§ 24. Nothing in this Act shall be construed to give the guardian appointed under this Act the guardianship of the estate of the child or to change the age of minority for any other purpose except the custody of the child.

APPROVED April 21, 1899.

PENSION FUND.

AN ACT to provide for the contribution from public moneys to the public school teachers' pension and retirement fund in cities having a population exceeding one hundred thousand inhabitants.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That the board of education of any city having a population exceeding one hundred thousand inhabitants shall annually set aside, appropriate and pay into the public school

teachers' pension and retirement fund in such city now created or existing, or such as may hereafter be created pursuant to any law, a sum of public money, so that the same when taken together with the moneys added to such pension fund for that year from interest on school funds raised by taxation, as provided for in section 165 of an Act entitled, "An Act to establish and maintain a system of free schools, approved and in force June 12, 1909, and Acts amendatory thereto," shall equal in amount the aggregate of the sums set apart for that year and contributed to such pension fund from the salaries of the teachers in the employ of said board of education, and in addition thereto the aforesaid board of education shall have power annually to set aside, appropriate and pay into the public school teachers' pension and retirement fund in such city, now created or existing, or such as may hereafter be created, pursuant to any law, an additional sum of public money, so that the same, when taken together with the moneys added to such pension fund for that year from interest on school funds raised by taxation, as provided for in section 165 of this Act, shall equal in amount double the aggregate of the sums set apart for that year, and contributed to such pension fund from the salaries of the teachers in the employ of said board of education.

APPROVED June 27, 1913.

PENSION FUND—STATE.

AN ACT in relation to an Illinois State Teachers' Pension and Retirement Fund.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That there be and is hereby created an Illinois State Teachers' Pension and Retirement Fund, which shall be managed by a board of trustees, to be known as the board of trustees of the Illinois Teachers' Pension and Retirement Fund. Such board shall consist of five (5) members, of whom the Superintendent of Public Instruction and the State Treasurer shall be *ex officio* members, and three other members, who shall be elected by the teachers who are contributors to said fund or who have become annuitants under provisions of this Act, at an annual election, as hereinafter provided. No teacher shall be elected as a member of the board of trustees by the teachers and annuitants as aforesaid who is not a contributor, or an annuitant as aforesaid, at the time of the election. The term of office of the elective members of the said board of trustees shall be three (3) years, except as provided in section 3 of this Act, and such term shall begin on the first day of January next succeeding after such election takes place: *Provided*, the elective members of the first board of trustees shall assume office immediately after their election. In case any trustee ceases to be a contributor or an annuitant, his office shall become vacant and shall be filled as hereinafter provided for the filling of vacancies.

§ 2. Any person qualified to be elected a member of said board of trustees may be nominated as a candidate for that office by petition in writing signed by not less than one hundred contributors to said fund, or annuitants as aforesaid, and in the manner following:

No petition shall contain the names of a greater number of candidates than there are offices to be filled. No person shall petition for the nomination of more candidates than there are offices to be filled. No signature of a petitioner shall be valid unless there shall appear on the petition opposite such signatures the school district, city, town, or village and county in which such petitioner is a teacher, or if an annuitant, his or her postoffice address. All such petitions shall be filed in the office of the Superintendent of Public Instruction of this State not less than thirty days nor more than forty days next before the annual election day hereinafter mentioned. Each membership in said board of trustees shall be considered as one office. The number of candidates whose names shall appear on the ballot shall not exceed six for each office. The persons petitioned for by the largest number of persons shall be the candidates and their names shall appear on the ballot in the order of the number of petitioners for each, the name of the candidate having the greatest number appearing first, etc. When the time within which nominating petitions may be filed has expired, the Superintendent of Public Instruction shall cause the names of all persons nominated for any office or offices to be filled at the next annual election to be printed on one ballot, indicating thereon the term of office for which they are severally nominated, and one of the ballots so made up shall, together with a printed copy of the sections of this Act pertaining to elections, be mailed to each contributor, and annuitant as aforesaid, at his or her last known address, at least one week before said annual election day. There shall be mailed at the same time to such member a stamped envelope, properly addressed to the Superintendent of Public Instruction at his office, and also an envelope marked "For Ballot Only," and a slip for signature, as hereinafter provided. Each person, upon marking his or her ballot, shall enclose the same in the envelope marked "For Ballot Only," and shall seal the same, and shall write his or her signature and the name of the school district, city, town or village and county in which such voter is a teacher or annuitant as aforesaid, upon the slip of paper provided for that purpose, and shall enclose both said slip and the sealed envelope containing his or her ballot in the envelope addressed to the Superintendent of Public Instruction and shall mail the same. Ballots shall be in the form, as near as may be, of ballots prepared under "An Act to provide for the printing and distribution of ballots at public expense and for the nomination of candidates for public offices, to regulate the manner of holding elections and to enforce the secrecy of the ballot," approved June 22, 1891, in force July 1, 1891, commonly called "Australian Ballot Act." The voter shall indicate his choice by making a cross mark in the square before the name of each person voted for, as near as may be in the same manner as provided in said Australian Ballot Act. Each contributor to said fund and each annuitant as aforesaid shall be entitled to one vote for each office to be filled at such election.

§ 3. December 27, unless said day fall on Sunday, and in that event, December 28, in each year, is herein designated as annual election day. On said annual election day the envelopes addressed

and mailed to the Superintendent of Public Instruction shall be publicly opened at his office. The name of the person voting, as shown on the enclosed slip, shall be checked off on the roll of contributors and annuitants as aforesaid, and a list of such voters shall be made, and the envelope marked "For Ballot Only," accompanying such slip, shall then be set aside to be later publicly opened and the ballot therein counted by a board of canvassers. Said board shall consist of seven members to be selected from the contributors and annuitants as aforesaid, in such manner as the board of trustees shall by by-law provide, one from each of the seven districts in which this State has been divided for the election of judges of the Supreme Court. No ballot shall be counted unless accompanied by said slip, properly filled out as heretofore provided by a contributor or annuitant as aforesaid, nor unless received by the Superintendent of Public Instruction before 10 o'clock a. m. on said annual election day. When the names of all voters shall have been checked, the envelopes marked "For Ballot Only" shall be opened and the ballots removed therefrom and counted. The person or persons receiving the highest number of votes shall be elected. In case more persons than one have the same number of votes, the choice shall be decided by lot. The Superintendent of Public Instruction shall make and keep a record of the result of the election and furnish a copy thereof to the board of trustees, and shall notify the persons elected of their election. At the first annual election there shall be elected one member of said board of trustees for the term of one year, one member for the term of two years, and one member for the term of three years, and annually thereafter there shall be elected one member for a term of three years in the manner heretofore provided.

§ 4. In case of a vacancy in the board of trustees, the remaining members of said board shall fill such vacancy by appointment until the next annual election, when a trustee for the unexpired term shall be elected.

§ 5. After the passage of this bill and until the elective members of the first board of trustees shall assume office, as provided in section 1 of this Act, the Superintendent of Public Instruction, the Auditor of Public Accounts and the Secretary of State shall constitute a temporary board of trustees of the Illinois State Teachers' Pension and Retirement Fund. Such temporary board shall account for all its transactions in the same manner as hereinafter provided for the board of trustees.

§ 6. Said board of trustees shall organize by the election of one of their number as president. The State Treasurer shall be *ex officio* treasurer of said board, and shall receive and make payments from and account for said funds in the same manner as for other State funds, except as hereinafter provided. Said Treasurer shall safely keep such funds, subject to the control and direction of the board of trustees, and shall keep his books and accounts in such manner as may be prescribed by said board, and said books and accounts shall always be subject to the inspection of said board, or any member thereof. Said Treasurer shall be liable on his official bond for the proper performance of his duties and the con-

servation of the fund created by this Act. Said board shall employ a secretary, for such term as may be determined, who shall perform such duties as may be prescribed by the board.

§ 7. The board of trustees shall meet regularly four times a year at such times as said board may by by-law provide, or at the call of the president or any three members. Said board may adopt rules for the government of its meetings and for the administration of the fund, in accordance with the provisions of this Act.

§ 8. Members of said board shall receive no compensation, except their necessary expenses incurred in attending the meetings, to be paid from the Illinois State Teachers' Pension and Retirement Fund. If said board shall elect one of its members secretary, such member may receive compensation for services rendered as secretary. The secretary may receive a salary to be fixed by the board. The compensation of the secretary and other necessary expenses incurred by said board in carrying out the provisions of this Act shall be paid from the fund. The Auditor of Public Accounts is authorized to draw warrants payable from said fund upon the State Treasurer for all salaries and expenses provided for in this Act upon the presentation of vouchers approved by the president and the secretary of said board of trustees.

§ 9. The board of trustees shall have charge of the administration of said fund, and shall have power to invest the same upon the approval of the State Treasurer in the same manner and subject to the same terms and conditions as township trustees are permitted to invest school funds under the law, and shall have power to make payments from said fund of pensions or annuities granted in this Act.

§ 10. The board of trustees shall report annually at the first meeting after June 30. A copy of said report shall be transmitted to the Superintendent of Public Instruction, who shall include the same in his biennial report to the Governor.

§ 11. Said board shall not be a corporation, but may sue and be sued in the name of the board. All actions brought by or against the board shall be prosecuted or defended, as the case may be, by the Attorney General or other counsel, as the board of trustees may from time to time decide.

§ 12. The board of directors, board of education, or other governing body of public schools in each school district of the State, coming under the provisions of this Act, shall retain on every pay day from the salary of each teacher the amount hereinafter provided: *Provided*, that such amount shall not be retained from the salary of any teacher employed in said public schools when this Act takes effect who has not elected to come within the provisions of this Act as provided for in section 15. Each teacher shall be furnished a statement by such board showing the amount deducted from the salary of said teacher.

§ 13. All persons who shall be employed to teach in the public schools of the State, coming under the provisions of this Act, shall, after this Act takes effect, be entitled to the benefits of the fund upon complying with the provisions of this Act, and for the pur-

poses of this Act such persons shall be divided into the following classes:

First—Those who have taught ten years or fewer than ten years.

Second—Those who have taught more than ten years and not more than fifteen years.

Third—Those who have taught more than fifteen years.

After this Act shall take effect there shall be set apart from the salaries of all such persons so employed as teachers in the public schools of this State, coming under the provisions of this Act, \$1.00 per month for the first five months taught after July first of each year by such teacher while he or she remains in the first class; \$2.00 per month for the first five months taught after July first of each year by such teacher while he or she remains in the second class; \$6.00 per month for the first five months taught after July first of each year by such teacher for the first ten years while he or she remains in the third class, which amount shall be deducted by the managing body of the school taught by such teacher from the salary of such teacher at the regular time for the payment thereof, and the same shall be paid into and constitute a part of the said Teachers' Retirement Fund. The total amount paid into said fund by each teacher shall be based upon twenty-five years of service as teacher as provided in this section: *Provided*, that such total amount shall not be less than the full amount of the annuity to which such teacher shall be entitled for the first year. Said assessments shall cease after 25 years of service.

All teachers becoming contributors to said Teachers' Pension of [and] Retirement Fund for the first time shall submit to the managing body of the school taught by them evidence which has been approved and accepted by the board of trustees of said fund, attesting and proving service rendered in public schools, and such evidence shall be the basis for placing such teachers in the proper class of the classes provided in this section.

§ 14. Any person becoming a teacher in the public schools of this State coming under the provisions of this Act, after this Act takes effect, shall be conclusively deemed to undertake and agree to pay such amounts and have such amounts deducted from his or her salary as herein provided.

§ 15. Any person employed as a teacher in the public schools of this State, coming under the provisions of this Act, when this Act takes effect, or who has previously taught in the public schools of this State and resumes teaching, may at any time before the first day of September, 1920, elect to come within the provisions of this Act by notifying in writing the board of trustees of the Illinois State Teachers' Pension and Retirement Fund.

At the time of giving said notice to the board of trustees, as herein provided, such teachers shall notify in writing the local school board or managing body of the school taught of his or her election to come within the provisions of this Act; and said notice shall authorize said school board or managing body to deduct from the payments of salary due him or her a sum equal to the amount to be deducted from the salary of such teacher, as provided in section 13.

§ 16. The board of directors, board of education, or other governing body of public schools in each school district of the State, coming under the provisions of this Act, shall each year within seven days after the thirtieth day of June, forward to the State Treasurer a statement, verified by the secretary or clerk thereof, of the moneys so retained in accordance with the provisions of this act, together with said moneys so retained.

§ 17. Said statement shall include the following: Name and monthly salary of each teacher; number of months of school taught by each teacher in said public schools of the district, village or city over which said school board or said managing body of such school has jurisdiction during the school year for which the statement is made; the number of months constituting a school year in such district, village or city; the total salary of each teacher; the total amount withheld from the salary of each teacher in accordance with the provisions of this Act; the total amount so withheld from the salaries of said teachers for the school year next preceding, and the total number of years each teacher has taught in the public schools of the State.

§ 18. Said school board or managing body shall at the same time send a copy of said statement to the county superintendent of schools of the county in which is located the schoolhouse in which is taught the school under the control of such school board or managing body.

§ 19. If no teacher in such city, village or school district comes under the provisions of this Act, the school board, or other managing body of such city, village or school district shall state this fact under the oath of the secretary or clerk thereof to the State Treasurer, and shall at the same time forward a copy of said statement to the county superintendent of said county.

§ 20. Each county superintendent shall each year on or before the first day of August report under oath to said board of trustees. Said report shall contain an itemized account of the statements received by him from the school boards and a statement of the total amounts so withheld from the salaries of all of said teachers in said report.

§ 21. The following shall keep complete and uniform records of the data contained in said report in such form and in such manner as shall be formulated and described by the board of trustees of said retirement fund: Each county superintendent, each school district board, each high school district board, and all other managing bodies, in cities and districts coming under the provisions of this Act.

§ 22. The State Treasurer shall credit all moneys received under the provisions of this Act to the fund designated as the Illinois State Teachers' Pension and Retirement Fund.

§ 23. There shall be set aside annually by the Auditor of Public Accounts from the common school fund of this State and paid into the State Treasury for the maintenance and administration of the Illinois State Teachers' Pension and Retirement Fund an amount sufficient to meet all the demands made upon said pension and retirement fund, in accordance with the provisions of this Act, which amount, until otherwise provided by law, shall be equal to one-tenth of one mill upon each dollar of the assessed valuation of all the taxable property

of the State, exclusive of cities and school districts not coming under the provisions of this Act: *Provided*, that that portion of the common school fund apportioned to cities or school districts not coming under the provisions of this Act, shall not be diminished or affected by the provisions of this section.

§ 24. The moneys received under the provisions of this Act, together with any donations or legacies received therefor, or other moneys received from any legal source or increment, shall constitute a fund, to be known as the Illinois State Teachers' Pension and Retirement Fund.

§ 25. Any person, who is a resident of Illinois, and who has complied with the provisions of this section may retire and receive the annuity provided for, in the following cases:

(a) After a period or periods aggregating twenty-five years of service as teacher in the public schools of the United States, of which fifteen years must have been spent in the public schools of this State, provided that the payments and deductions of his or her salary have been made and turned over to said fund as provided in sections 12 and 13. If said payments shall not have amounted to \$400.00, the teacher shall pay into the fund the deficiency before receiving the annuity, with interest as provided by clause (b) of this section. No person while receiving a teacher's annuity from any other public school teachers' pension or retirement fund shall receive an annuity from the fund created under this Act. Nor shall any person under fifty years of age receive an annuity except as provided in paragraph (c) of this section.

(b) Teachers who elect to become contributors to and beneficiaries of the said Illinois State Teachers' [Pension] and Retirement Fund, under the provisions of this section may count past services in public schools as a part or the whole of the period of twenty-five years hereinafter specified, but no annuity shall be paid until said teacher shall have paid into the fund a sum equal to that which he or she would have contributed under the provisions of this section, had he or she been a regular contributor to said fund during said period of past service, together with simple interest thereon at the rate of four per cent per annum from the time such payments would have been made, had such person during such time been a contributor to such fund, to the time such person shall by making such payments become entitled to the benefits and credit of such past service.

(c) After fifteen years of service as teacher in the public schools, two-fifths of which may be outside of Illinois but within the United States, any teacher who shall have been declared by two competent physicians, who have made a physical examination of the teacher, at the request of the board of trustees, to be suffering from any disability such as to disqualify him or her for teaching, may during the continuance of such disability retire, provided that the payments of said teacher to the fund shall have amounted to a sum, as provided in sections 12 and 13. If said payments shall not amount to \$400.00, the teacher shall pay into the fund the deficiency before receiving the annuity. No person while receiving a teacher's annuity from any

other public school teachers' pension or retirement fund shall receive an annuity from the fund created under said sections.

(d) In computing the terms of service under clauses a, b and c of this section, a year shall be a legal school year at the time and place where said service was rendered except that where the service was rendered in public schools not included in the provisions of this section, a time less than a legal school year in this State shall not be included as a year, but only such proportion of a year as the number of teaching weeks in each such year bears to the number of weeks required at the time to constitute a legal year in the State.

(e) Any person who has complied with the provisions of this Act and desires to retire from active service in said public schools, shall apply in writing to the board of trustees of the Illinois State Teachers' Pension and Retirement Fund.

(f) Any teacher coming from a public school not included within the provisions of this section who may be employed to teach in the public schools mentioned in this section may become a contributor to and beneficiary of said fund in like manner as provided in clause (b) of this section.

§ 26. Each teacher retiring from service of said public schools under the provisions of clauses a, b, c, d and e of section 25 shall annually and for life be entitled to receive an annuity of \$16.00 for each year of service as teacher: *Provided*, that said annuity shall not exceed \$400.00 in any one year, subject, however, to all of the provisions of this section.

§ 27. Any teacher who is a contributor to said fund who shall cease to teach in said public schools before becoming a member of the third class as provided in section 13, shall, if application be made in writing to the board of trustees within six months after the date of his or her retirement, be entitled to the return of 50 per cent of the amount, without interest, which shall have been paid into the fund by such teacher. If such teacher shall again thereafter teach in the public schools, he or she shall, within three years from the date of his or her return to the service of said public schools, return to said fund the amount so returned to such teacher, together with simple interest on said amount at 4 per cent per annum for the time such amount was withdrawn from the fund.

§ 28. Annuities payable under the provisions of this Act shall be paid quarterly on the first day of January, April, July and October of each year from the State Teacher's Pension and Retirement Fund, and the Auditor of Public Accounts is authorized and directed to issue his warrants on the State Treasurer, payable from said fund, upon the presentation of vouchers approved by the president and secretary of the board of trustees of said pension and retirement fund.

§ 29. Payments from the fund shall be made from the income thereof, and when necessary from the principal of moneys received under the provisions of this Act.

§ 30. One year's leave of absence for professional preparation, granted by the proper authorities to any teacher under the provisions of this Act, shall be computed as a part of said twenty-five years of service, provided that the payments to said fund shall be continued

during said leave of absence at the same rate as if such person were in active service as such teacher. Such period or periods of absence in the aggregate shall be computed as a part of said twenty-five years of service of said teacher; and in case of absence of less than a school year, only the time covered by such absence shall be so computed.

§ 31. Any person retiring under the provisions of this Act may re-enter upon the work of teaching in said public schools. During said term of teaching, the annuity paid to such person shall cease. Said annuity shall again be paid to said person upon again retiring.

§ 32. Such annuities so created shall not be subject to attachment, garnishment, execution or other seizure by process, nor shall they be subject to sale, assignment, pledge, mortgage or other alienation.

§ 33. A suitable office in the Capitol, with suitable furniture and office supplies, shall be furnished for the board of trustees by the proper authorities.

§ 34. The term "teacher" as used in this Act, shall include any teacher, teacher-secretary, supervisor, principal, supervising-principal, superintendent or assistant superintendent who shall teach or be employed in the public schools of this State: *Provided, however*, that service as county superintendent or assistant county superintendent may be counted as a part of the twenty-five years of service required to enable a teacher to receive the annuities provided for in this Act.

§ 35. If at the time this Act shall take effect there shall be in existence any teachers' retirement fund organized and existing or purporting to exist under sections 127a to 127n, both inclusive, of "An Act to establish and maintain a system of free schools," approved and in force June 12, 1909, as afterwards amended, or any other law of this State applying to schools and school teachers, in any city or school district coming under the provisions of this Act, the same and its property and funds shall be and hereby are merged into and made a part of said Illinois State Teachers' Pension and Retirement Fund, and the persons who have contributed to such existing fund shall be credited with the amounts contributed respectively as if such contributions had been made to said Illinois State Teachers' Pension and Retirement Fund; and the annuitants, if any, of such existing fund shall be eligible to become annuitants of said Illinois State Teachers' Pension and Retirement Fund, and its board of trustees shall take over the administration of such existing fund and administer the same under and in accordance with the provisions of this Act.

§ 36. Except as herein provided, this Act shall apply to all cities and school districts of the State, and the same shall come under the provisions of this Act: *Provided, however*, that all cities and school districts of the State having a population in excess of 65,000, as shown by the Federal census of 1910, and operating at the time this Act takes effect under any statute providing for the establishment of a Teachers' Pension and Retirement Fund, shall not come under the provisions of this Act.

APPROVED May 27, 1915.

PHYSICAL TRAINING.

AN ACT to provide for physical training in the public and all the normal schools.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That it shall be the duty of boards of education and of all boards in charge of educational institutions supported wholly or partially by the State to provide for the physical education and training of pupils of such public schools and educational institutions in all grades, and to include such physical education and training in the courses of instruction regularly taught therein.

§ 2. All boards of education and managing boards of such educational institutions shall make proper and suitable provisions in the schools and institutions under their jurisdiction for such physical education and training for not less than one (1) hour of each week during the whole of the school year.

§ 3. The curriculum in all normal schools of the State shall contain a regular course of physical education and training for teacher, the said course to be taught not less than one (1) hour of each week during the whole of each term of school.

APPROVED June 26, 1915.

PUBLIC DRINKING CUP.

AN ACT to prohibit the use of a common drinking cup, glass or other utensil used for public drinking purposes in public and private schools, State educational institutions, halls used for public meetings or entertainments, hotels, lodging houses, theatres, factories or public or municipal buildings, on railroad trains and stations and in other public places in the State of Illinois.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That it shall be unlawful for any person, firm or corporation, directly or indirectly, connected in any public or private school or in any State institution, halls used for public meetings or entertainments, hotels, lodging houses, theatres, factories or public or municipal buildings in the State of Illinois to use or permit for use a common drinking cup, glass or other utensil used for public drinking purposes.

§ 2. It shall be unlawful for any person or corporation in charge of or in control of any railroad trains or any station to permit the use of a common drinking cup, glass or other utensil used for public drinking purposes in or about any trains operated by it or in any building or premises used by it whatever.

§ 3. No person, firm or corporation in charge of or in control of any railroad train or railroad station, or any public or private school, or any State educational institution, or of any hall used for public meetings or entertainments, or hotel, lodging house, theatre, or factory, or of any public or municipal building in the State of Illinois shall furnish any drinking cup, glass or other utensil used for public drinking purposes for public use, nor shall such person or corporation or

institution use or have for use in or upon its premises any such common drinking cup.

§ 4. Any person, firm or corporation who shall violate any of the provisions of this Act shall, upon conviction, be fined for each offense the sum of not less than five dollars nor more than fifty dollars

APPROVED June 5, 1911.

REVENUE.

AN ACT concerning the levy and extension of taxes.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That in determining the amount of the maximum tax authorized to be levied by any statute of this State the assessed valuation of the current year of the property in each taxing district, as equalized by the State Board of Equalization, shall be used. And if the amount of any tax certified to the county clerk for extension shall exceed the maximum allowed by law, determined as above provided, such excess shall be disregarded, and the residue only treated as the amount certified for extension.

§ 2. The county clerk in each county shall ascertain the rates per cent required to be extended upon the assessed valuation of the taxable property in the respective towns, townships, districts, incorporated cities and villages in his county, as equalized by the State Board of Equalization for the current year, to produce the several amounts certified for extension by the taxing authorities in said county (as the same shall have been reduced as hereinbefore provided in all cases where the original amounts exceed the amount authorized by law): *Provided, however,* that if the aggregate of all the taxes (exclusive of State taxes, village taxes, levee taxes, public tuberculosis sanitarium taxes, school building taxes, high school taxes, district school taxes and all other school taxes in school districts having not more than 100,000 inhabitants, road and bridge taxes, and for a period of five years beginning with the year 1915 taxes levied for the payment of the principal of and the interest on bonded indebtedness of cities, and exclusive of taxes levied pursuant to the mandate or judgment of any court of record on any bonded indebtedness), certified to be extended against any property in any part of any taxing district or municipality, shall exceed three per cent of the assessed valuation thereof upon which the taxes are required to be extended, the rate per cent of the tax levy of such taxing district or municipality shall be reduced as follows: The county clerk shall reduce the rate per cent of the tax levy of such taxing district or municipality in the same proportion in which it would be necessary to reduce the highest aggregate per cent of all the tax levies (exclusive of State taxes, village taxes, levee taxes, public tuberculosis sanitarium taxes, school building taxes, high school taxes, district school taxes and all other school taxes in school districts having not more than 100,000 inhabitants, road and bridge taxes, and for a period of five years beginning with the year 1915 taxes levied for the payment of the principal of and the interest on bonded indebtedness of cities, and exclusive of taxes levied pursuant to the mandate or judgment of any court of record on any bonded indebted-

ness), certified for extension upon any of the taxable property in said taxing district or municipality, to bring the same down to three per cent of the assessed value of said taxable property upon which said taxes are required by law to be extended: *Provided, further*, that in reducing tax levies hereunder the rate per cent of the tax levy for county purposes in counties having a population of over 300,000 shall not be reduced below a rate of forty cents on each one hundred dollars assessed value (exclusive of levies to pay the principal of and interest on bonded indebtedness and judgments), and in counties having a population of less than 300,000 the rate of the tax levy for county purposes shall not be reduced below a rate of fifty-five cents on each one hundred dollars assessed value (exclusive of levies to pay the principal of and interest on bonded indebtedness and judgments), and the rate per cent of the tax levy for city or village purposes (exclusive of library, public tuberculosis sanitarium, school and park purposes and for a period of five years beginning with the year 1915, exclusive of the taxes levied for the payment of the principal of and the interest on bonded indebtedness and judgments), in cities and villages having a population of over 150,000 shall not be reduced below a rate of one dollar and ten cents on each one hundred dollars assessed value, and the rate per cent of the school tax for educational purposes shall not be reduced below a rate of one dollar and twenty cents on each one hundred dollars assessed value, and the rate per cent of the tax levy for city or village purposes (exclusive of library, school and park purposes, and exclusive of the taxes levied for the payment of the principal of and the interest on bonded indebtedness and judgments) in cities and villages having a population of less than 150,000, shall not be reduced below a rate of one dollar and twenty cents on each one hundred dollars assessed value, and the rate per cent of the school tax levy for educational purposes shall not be reduced below a rate of one dollar and fifty cents on each one hundred dollars assessed value, but the other taxes which are subject to reduction under this section shall be subject only to such reduction, respectively, as would be made therein under this section if this proviso were not inserted herein: *And provided, further*, in reducing tax levies hereunder, all school taxes levied in cities exceeding 150,000 inhabitants, with the exception of the levy for school building purposes, shall be included in the taxes to be reduced.

The rate per cent of the tax levy of every county, city, village, town, township, park district, sanitary district, road district, and other public authorities (except the State), shall be ascertained and determined (and reduced when necessary as above provided) in the manner hereinbefore specified, and shall then be extended by the county clerk upon the assessed value of the property subject thereto (being one-third of the full value thereof) as equalized according to law. In reducing the rate per cent of any tax levy, as hereinbefore provided, the rates per cent of all tax levies certified to the county clerk for extension as originally ascertained and determined under section one of this Act, shall be used in ascertaining the aggregate of all taxes certified to be extended without regard to any reduction made therein under

this section: *Provided*, that no reduction of any tax levy made hereunder shall diminish any amount appropriated by corporate or taxing authorities for the payment of the principal or interest on bonded debt, or levied pursuant to the mandate or judgment of any court of record. And to that and every such taxing body shall certify to the county clerk, with its tax levy, the amount thereof required for any such purposes.

In case of a reduction hereunder any taxing body whose levy is affected thereby and whose appropriations are required by law to be itemized, may, after the same have been ascertained, distribute the amount of such reduction among the items of its appropriations, with the exceptions aforesaid, as it may elect. If no such election be made within three months after the extension of such tax, all such items, except as above specified, shall be deemed to be reduced pro rata. (As amended by an Act approved June 10, 1915.

APPROVED May 9, 1901.

WARRANTS.

AN ACT to provide for the manner of issuing warrants upon the Treasurer of the State or of any county, township, city, village or other municipal corporation and jurors' certificates.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That warrants payable on demand, shall hereafter be drawn and issued upon the Treasurer of the State or of any county, township, city, village or other municipal corporation, or against any fund in his hands, only when at the time of the drawing and issuing of such warrants, there shall be sufficient money in the appropriate fund in the treasury to pay said warrants.

§ 2. That whenever there is not sufficient money in the treasury of any county, city, town, village or other municipal corporation to meet and defray the ordinary and necessary expenses thereof, including all expenses for building purposes, it shall be lawful for the proper authorities thereof to provide a fund to meet all said expenses by issuing and disposing of warrants drawn against and in anticipation of any taxes already levied by said authorities for the payment of all such ordinary and necessary expenses of such county, city, town, village or other municipal corporation, to the extent of seventy-five per centum of the total amount of any such tax levied: *Provided, however*, that warrants drawn and issued under the provisions of this section shall show upon their face that they are payable solely from said taxes when collected and not otherwise, and shall be received by any collector of taxes in payment of the taxes against which they are issued, and which taxes against which said warrants are drawn, shall be set apart and held for their payment.

1. Boards of education in cities having a population exceeding 100,000 inhabitants, are authorized to issue warrants against and in anticipation of taxes levied for educational and building purposes upon the credit of the city.

§ 3. Every warrant issued under this Act shall bear interest, payable only out of the taxes against which it shall be drawn, at the rate of five per centum, per annum, from the date of its issuance until paid,

or until notice shall be given by publication in a newspaper or otherwise, that the money for its payment is available, and that it will be paid on presentation unless a lower rate of interest shall be specified therein, in which case the interest shall be computed and paid at said lower rate. All jurors' certificates shall hereafter be issued in conformity with the provisions of this Act. The application of this Act, however, shall not relate to school districts.

1. Section 3 is manifestly intended to modify the ruling of the Supreme Court in the case of *Lansden v. Alexander County Bank*, 257-309.

§ 4. "An Act to provide for the manner of issuing warrants upon the treasurer of any county, township, city, school district, or other municipal corporation, and jurors' certificates," approved May 31, 1879, in force July 1, 1879, as amended by an Act approved May 11, 1901, in force July 1, 1901, is hereby repealed.

APPROVED June 27, 1913.

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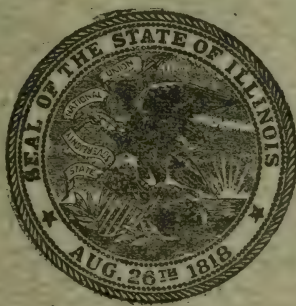
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Library and Laboratory Equipment

FOR

Recognized High Schools
In Illinois



CIRCULAR 94

STATE OF ILLINOIS

DEPARTMENT OF PUBLIC INSTRUCTION

BOOKS AND APPARATUS FOR RECOGNIZED HIGH SCHOOLS

Circular No. 94

PART I. A WORKING LIBRARY

A list of books recommended for a working library
in the smaller high schools, with suggestions
as to the use of a library

PART II. SCIENCE APPARATUS

List of apparatus needed in Recognized High Schools
for certain science courses

Prepared by

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Superintendent of Public Instruction

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PART I—A WORKING LIBRARY.

The library is an essential part of the equipment of a good high school. To form an essential part of the equipment in a Recognized High School the library need not be large but it should be chosen solely with reference to its use by the pupils in their school work.

Some schools report a library of a hundred volumes or several times that number, most of which are useless for education. After subtracting from the total number, which perhaps sounds formidable, the ragged and antiquated text books which have accumulated during a term of years, the reports of the United States census, the handful of works of fiction that were the "best sellers" of the previous decade, two or three old subscription "Garlands" presented by somebody to a helpless school and the "Works" of certain writers which are loved and studied neither by pupil nor teacher,—in many cases the total remainder is almost negligible as a working library.

The teacher must be courageous in refusing to accept the culled over remains of cast off libraries. The very pressure of lifeless material on the school library shelf prevents the development in the students of an interest in vital knowledge. Not only must the teacher not accept useless stuff but he must constantly cull from his own selections all that is not available for use by the student, for a school library must minister to the wants of the student. Hence, the necessity for wise selection.

A high-school library should be a laboratory, and its "apparatus" should be selected with as great care as the equipment of a science laboratory.

The books recommended here are such as will be *used* by the pupils under the careful guidance of the qualified teacher who—especially with beginners—should not content himself with saying: "Better look that up in the library," but should, in many cases, select the exact passages to be read and should gradually and carefully train his pupils to the skillful and practical, independent use of a library, and to the joy and general help that comes with such facility.

The best normal schools and a few colleges are now requiring a knowledge of library methods. Students are taught the intelligent use of the library, the best magazines, the best dictionaries and general reference books; how to repair books; how to bind pamphlets, etc.

The teacher who is in touch with the great world of events,—political, social, literary,—can not rest till the same spirit permeates the school. Live periodicals are necessary in this day of struggle for a greater efficiency.

Live periodicals offer a great opportunity to the present generation. The style in them is all that can be asked for a model. One has only to know that William Dean Howells is actively associated with

Harper's, that Bliss Perry, Richard LeGallienne, John Galsworthy and the best of gifted, present day writers contribute constantly to these periodicals, and then he will recognize the great opportunities offered through them for the cultivation of English.

Of untold value moreover, is the broad knowledge of the great world which the student, even in the lower grades and especially in the high school will accumulate through a constant and carefully directed use of good periodicals.

The equipment of the school library lays the foundation for general intelligence and will contribute to an increased knowledge of our relations and our interests with the nations of the world that will serve to build up a sure defense against such a future calamity as now engulfs the Old World.

Even the little urchin, eternally interested in the great freight train, sees the transportation of wheat, armoured cars, mules and horses; he should read in the great news of the world that these supplies are destined to bring us into close relation with the other peoples of the world. The high-school student should be thus stimulated to know and to think of these larger matters.

The public of America should know the progress of world events. Only by such knowledge can we be intelligent citizens. The boys and girls of our high schools are to be our intelligent citizens.

More and more should material be selected which would appeal to boys. Do not be afraid of good detective stories and good sea stories. Youth is a fact and not an illusion. It is a sane and healthy stage of growth and not a warped and regrettable perversion of human nature.

LISTS OF BOOKS AND SUGGESTIONS FOR LIBRARIES OF VARIOUS SIZES AND COST.

I. *For \$50.00 or \$60.00.* A school that can spend no more than \$50.00 or \$60.00 for books may, with advantage, use it thus:—

An unabridged dictionary:—one at least is a necessity in every school; if possible, each recitation room should be supplied with one. (\$12.00.)

A reliable condensed encyclopaedia. There are several: Everyman's in twelve volumes (\$8.00); the Standard Reference Work, (Welles Brothers Publishing Company, Minneapolis and Chicago \$24.75.)

A general atlas and a classical atlas (for schools that teach Latin), (\$2.00 each.)

N. B. All large, heavy books require careful and intelligent handling to avoid injury. Dictionaries may with advantage be placed in strong and serviceable holders.

Gayley's *Classic Myths in English Literature* (Ginn, \$1.50).

Even a small high school should take regularly two or three of the best magazines—Atlantic, Harper, Century, Scribner, North American Review, etc., costing about \$4.00 each.

The Saturday Evening Post is an example of another sort of periodical that, under the guidance of a live teacher, may be of great value with English classes. A *good* daily paper, if really used, is

another means whereby the teacher may keep her pupils in their thinking, writing and speaking in touch with the living world, its thought, its action and its speech. There are certain of the great metropolitan dailies that, in these later years, are setting a high standard in English. There can hardly be too great emphasis placed upon the intelligent study of good models of the present day writers and there is no richer field for the selection of such models than in the best current magazines and newspapers. Care and discrimination are necessary; but this is true also of books.

Along with these there is great practical helpfulness in such manuals as Barrett Wendell's "English Composition," (Scribner, \$1.50) or E. C. Woolley's "Handbook of Composition," (Heath, \$.75).

It is difficult to eliminate for the history classes, but assuming that general history and American history are both offered, these may perhaps be selected as most useful: Seignobos, "Ancient Civilization," (Scribner \$1.25); Botsford, "Source Book of Ancient History," (Macmillan \$1.50); Dow, "Atlas of European History," (Holt, \$1.50); or Shepherd's "Historical Atlas," (Holt \$2.50); Robinson, Breasted and Beard, "Outlines of European History," (up to 1700 A. D.) (Ginn \$1.60); Robinson and Beard, "Outlines of European History," (modern) (Ginn (\$1.60); Emerson, "Introduction to the Middle Ages," (Ginn \$1.12); Halsey, "Great Epochs in American History," (Funk and Wagnalls, 10 volumes \$3.00).

II. *For \$100.* The additional \$50.00 may well be expended according to these suggestions:

Get one or two good works for each of the five periods of English fiction. They will cost \$1.50 each or less.

First period, 1740-1780: Fielding's "Tom Jones" and Smollett's "Humphrey Clinker" furnish the best examples, but these novels of the first period should not be used except with older pupils and a wise teacher.

Second period, 1780-1830: Scott's "Ivanhoe," "Quentin Durward" *et al.*; Jane Austen's "Pride and Prejudice" or "Mansfield Park."

Third period, 1830-1870: Dickens "Tale of Two Cities," "Oliver Twist," "Christmas Stories" *et al.*; Thackeray, "Vanity Fair," "Henry Esmond," George Eliot, "Silas Marner."

Fourth period, 1870-1900: George Meredith, "The Egoist," "Diana of the Crossways," "Evan Harrington," (these are brilliant, but are beyond some pupils); Thomas Hardy, "The Return of the Native," "Far from the Madding Crowd," *et al.*

Fifth period, 1900—: Arnold Bennett, "Old Wives' Tales," "Clayhanger" *et al.*; John Galsworthy, "The Freelanders," Booth Tarkington, "The Turmoil."

A good collection or two of "short stories" such as, Cody's "Best Short Stories," (McClurg, \$1.00.)

Other good examples are some of O. Henry's (several volumes \$1.50 each) and Sarah Orne Jewett's stories. Some of the good detective stories—Poe, Conan Doyle, and a few others are of value for this study. Any or all of Robert Louis Stevenson's stories (many editions, say \$5.00.)

There is no richer mine of material for an intelligent study of the "short story" than in some of the best monthly and weekly magazines. A wide-awake teacher will keep in touch with these and will direct her pupils to them. Often a little tact will make it possible to secure the cooperation of patrons of the school in gaining access for the English classes to the best current literature.

A good American and a good English anthology. Among the best for high school pupils are these:

"Twelve Centuries of English Prose and Poetry," (Scott-Foresman, \$1.75.)

Manley's "English Poetry" and "English Prose," two volumes (Ginn, respectively \$1.10 and \$1.50).

Pace's "American Literature with Readings," (Allyn and Bacon, \$1.35). The "Readings," separate, \$1.00.

Stedman's "An American Anthology" (Houghton, Mifflin, \$2.00).

Rittenhouse's "The Younger American Poets," (Little, Brown & Co., \$1.50). Sketch of each author.

Other books of value are these:

Taine's "History of English Literature," (Holt, \$1.40).

Saintsbury's "The Flourishing of Romance and the Rise of Allegory" and "The Later XIX Century," (Macmillan, each \$1.50).

One or two books on Shakespeare: Sidney Lee, "Shakespeare's Life and Work," (Macmillan, \$.80); Rolfe, "Shakespeare, the Boy," (Harper, \$1.05).

Another good magazine or two, for literary style as well as for composition content, as St. Nicholas, Literary Digest, Vogue, Country Life. Also a good metropolitan daily paper; the latter is an excellent investment, with a teacher who knows how to use it.

The hundred dollar library should include three or four volumes of Fiske: the most useful are, "The Beginnings of New England," "Old Virginia and Her Neighbors," "The Critical Period of American History," "The War of Independence." All of these are published by Houghton Mifflin Company, and cost \$2.00 per volume except the last which is \$.75. Another valuable group is the three volume "Epochs of American History" by Thwaites, Hart and Wilson respectively (Longmans, Green & Co., \$3.75). Add also Lecky's "American Revolution," (Appleton, \$1.25).

For classes in ancient history, Fling's "Source Book of Greek History," (Heath, \$1.00) and either Botsford's "Story of Rome," (Macmillan, \$.90) or Munro's "Source Book," (Heath, \$1.00) are to be chosen.

For mediaeval history, Bêmont and Monod's "Mediaeval Europe," (Holt, \$1.60) is excellent. For modern history, Lodge's "History of Modern Europe," (American Book Co., \$1.50) is perhaps the best one volume reference book.

There should be a good prose translation each of the Iliad and the Odyssey. The best are Lang, Leaf and Myers for the former and Butcher and Lang for the latter; these preserve remarkably the spirit of Homer. (Macmillan, \$.80 each.)

A beginning in science might very well include Coulter and Cowles, "A Textbook of Botany," (American Book Co., two vol-

umes, \$2.75), Pinchot, "Primer of Forestry." (U. S. Government Printing Office, \$.30), Apgar, "Birds of the United States," (American Book Co., \$2.00).

If these do not quite exhaust the resources, get something of Kipling: "The Seven Seas," (Appleton, \$1.50), "Departmental Ditties and Ballads and Barrack Room Ballads," (Doubleday, Page & Co., \$1.50); and of Stevenson, "An Inland Voyage," "Travels with a Donkey" and "In the South Seas," (Scribner, \$1.00 each).

Other books of value in the English composition classes are Burton's "Masters of the English Novel," (Holt, \$1.25); Bliss Perry, "Study of Prose Fiction," (Houghton Mifflin Co., (\$1.25); "Bates, "Talks on the Study of Literature," (Houghton Mifflin Co., \$1.50); Burton, "Literary Leaders of America," (Macmillan, \$1.00); Cross, "Development of the English Novel," (Macmillan, \$1.50); Albright, "The Short Story," (Macmillan, \$.90).

Others that furnish guidance to an intelligent study of literature as well as in composition are: Bradish, "Old Norse Stories," (American Book Co., \$.45); Johnson, "Forms of English Poetry," (American Book Co., \$1.00); Arnes, "Old English Ballads and Folk Songs," (Macmillan, \$.25); Sargent and Kittredge, "English and Scottish Popular Ballads," (Houghton, Mifflin Co., \$3.00); Woodbridge, "The Drama, Its Law and Technique," (Allyn and Bacon, \$.80).

III. *For \$200.00.* If a school has this amount at its command for a library (and every high school ought to study by every means to raise as much money as that in one or two years from some source), such additional purchases as the following could be made with advantage:

One of the larger encyclopaedias, such as Nelson's "Loose Leaf" or the "International" costing respectively \$72.00 and \$85.00. Any school planning to secure a good encyclopaedia ought to investigate the merits of the loose leaf system, which has proved a great success.

In the English department these will attract the well-equipped teacher and will be made useful: Mackaye's modern prose rendering of "The Canterbury Tales," (Duffield, \$2.50); Scott, "Complete Poetical Works," (Crowell, \$1.50); "Everyman and Other Interludes, including Eight Miracle Plays," (Dutton, \$.35); Ashton, "Social Life in the Reign of Queen Anne," (Scribner, \$1.25); Moulton, "The Modern Reader's Bible," (Macmillan, \$2.00); Long, "Arabian Nights," (Longmans, Green & Co., \$2.50); some other specimens of "World Literature" in good English translation as Aesop, Aeschylus, Euripides, Sophocles, Plato, Plutarch, Vergil, Don Quixote, Dumas, Hugo, Montaigne, Schiller, Goethe, Dante, Nibelungen Lied. Careful selection should be made of translation and edition in each case.

A treasury will be found in Jusserand's "Literary History of the English People," (Putnam, 3 vols., \$10.50).

The history teacher will naturally call for and use Hart's "American History as Told by Contemporaries," (Macmillan, 4 vols., each \$2.00); also, Bryce's "American Commonwealth," (Macmillan, \$1.75.)

The more recent text books in history have generally lists of reference books worth studying; every school contemplating such purchases should consult these lists and the comments on them.

Hough's "Handbook of the Trees of the Northern States and Canada East of the Rocky Mountains," (Hough, Lowville, N. Y., \$6.00) will tempt the biology specialist.

IV. *For \$500.00.* A school that can use this amount of money wisely can make fine additions without any lumbering of the shelves with mere ornaments. A school so fortunately situated ought to keep files of a dozen to twenty of the best periodicals. Twice that number might be named without stepping beyond the limit of those that are worth reading because they furnish models of written speech and especially because they furnish a full and rich supply of topics for oral discussion and for written themes, and because they keep the student from losing touch with the world to which he belongs.

There should be purchased for general use a high grade atlas (say, \$25.00) and Kiepert's "Atlas Antiquus," (\$1.75).

In the field of history it will be possible to secure the scholarly and authoritative Channing's "History of the United States," (Macmillan, 8 vols., when completed, \$2.50 each); also several of the volumes of Parkman (\$1.50 each); and McMaster's "History of the People of the United States," (Appleton, 8 vols., \$2.50 each).

In the English department the teacher may indulge in Garnet and Gosse's "English Literature," (Macmillan, 4 vols., \$20.00), attractive and helpful to students of this age. A few volumes of the Variorum Shakespeare should be purchased—one for each play studied; these cost \$4.00 each. Also a full small volume edition of Shakespeare. There are many editions; among the most attractive are those offered in the Temple classics, (Dent, London, \$4.40 each), and the Everyman's library (Dutton, \$.35 each).

Careful selections may be made of standard and useful poets: Browning, Byron, Burns, Keats, Longfellow, Milton, Percy's Reliques, Poe, Shelley, Stevenson, Tennyson, Wordsworth—say, \$20.00.

A good book of choice selections of poetry (two or three copies of the same for schools a little larger) may serve better than the complete "Works" of *all* those named,—for example, Byron and Wordsworth. Bryant's "Library of Poetry and Song" is useful; there are some other good volumes of selections.

From the best essayists select \$10.00 worth; Addison, Bacon, Burroughs, Burton, Carlyle, Cody's Selections, some of Emerson's, Hazlitt, Howells, Irving, Lamb, Mabie, Pepys' Diary, Thoreau, Van Dyke and others. From fiction—and here is the place for the best of the teacher's discrimination,—\$10.00 or more: Lorna Doone, Sherlock Holmes, Cranford, Tom Brown, some of Kipling, Westward Ho, The Cloister and the Hearth,—and other works chosen from the great masters of fiction who were named above—Scott, Eliot, Dickens, Thackeray, Meredith, Hardy, Hawthorne.

Here there will be an opportunity for securing such books as Harper's "Classical Dictionary," (American Book Co., \$6.00); Johnston, "Private Life of the Romans," (Scott, Foresman & Co., \$1.50); Fowler, "A Friend of Caesar," (Macmillan, \$1.50); Lanciani, "Ancient Rome," (Houghton, Mifflin Co., \$6.00); Mau, "Pompeii, Its Life and Art," (Macmillan, \$2.50).

The writer wishes to emphasize yet again the value of periodical literature. Schools that have large library funds at their disposal ought to present a full and rich selection of periodical literature. A high-school boy or girl who forms the habit of glancing each month or each week at the offerings of the world's best in current periodicals in English, will not easily rest content with the shabbier offerings that are served in the poorer news stand, but will himself become one of those citizens, who, by calling for the better periodicals at news stands, book-stores or library, create the demand that brings the supply of that which is illuminating, clarifying, uplifting and inspiring into the many smaller channels that lead out from the great centers of life and thought.

Such books as the following will lend inspiration in the science departments: Chapman, "Handbook of the Birds of Eastern North America," (Appleton, \$3.50); Seton, "Wild Animals I Have Known," (Scribner, \$2.00); Van Hise, "The Conservation of Natural Resources in the United States," (Macmillan, \$2.00), and if the funds will allow, Bailey's "Cyclopedia of American Agriculture," (Macmillan, 4 vols., \$26.00), or Harmer and Shipley's "The Cambridge Natural History," (Cambridge University Press, 10 vols., \$38.50.)

V. *Larger Lists.* For a school which may spend money more freely for books, and in which a good working library is looked upon as a necessity, just as truly as is a well equipped laboratory, there is a rich field to choose from. All the more should great care and discrimination be exercised. It is easy to load the shelves with a thousand or two thousand dollars' worth of books and yet to have very little that is of use for a *working library*.

The Century Dictionary, Cyclopedia and Atlas; Hasting's Bible Dictionary; such well known reference books as Roget, Hoyt, Bartlett, Lippincott, Brewer, Larned, Who's Who, etc., are always worth the money spent, if the teacher knows how to make use of them.

Freeman's Historical Geography and Atlas of Europe, standard histories of the ancient and the modern world, and numerous monographs on various phases of history, civil government, economics, commercial geography and the various sciences as well as in English and American literature and world literature suggest themselves.

Any one who is responsible for developing and using such a library should study the carefully prepared lists presented by many authorities. One of the most helpful of these is that prepared by the University High School of Chicago and published as Bulletin 545 by the United States Bureau of Education. It is full, naming perhaps two thousand different works. It is carefully selected, evidently by teachers who know the needs of high-school pupils and how to use the books named. It is particularly well arranged and classified. Prices and publishers are given, and critical and suggestive comments render assistance. (Superintendent of Documents, Government Printing Office, Washington, D. C., 15c.)

This statement will apply to all the fields, to history, to English and the foreign language, to all the sciences and arts that belong to a high-school program of studies. Every high-school principal ought to send for a copy of this bulletin.

The Supervisor of High Schools will take pleasure in assisting any school in making selections, larger or smaller, in all these fields, and with the aim of making such assistance most reliable and practical he invites and earnestly seeks the cooperation of those teachers whose experience, great or small, leads them to form judgments on particular books or lists that might be of assistance to others less experienced.

PART II—SCIENCE APPARATUS.

There are presented here the following:

(1) A brief statement regarding general science as a first-year high-school course, with a list of the apparatus and prices, needed to equip a class properly in a Recognized High School. This list was prepared originally for the "Oak Park Course," but has been checked up and a few items added in order to make it adequate for use with courses appearing in the other two textbooks that seem to cover the ground in such a way as to make it possible for classes using them to include enough work in physiology to satisfy the requirements of the statute which makes compulsory the teaching of that subject.

(2) A list of apparatus with prices for half-year courses in botany and zoology, such as are offered in a large number of the smaller high schools of the State.

(3) A list of laboratory experiments for a high-school class in physics with apparatus for the same (and prices).

Lists for a course in chemistry, and for advanced or full-year courses in botany and zoology are not included in this bulletin. The demand for such lists is very much less than for the other subjects and generally occurs only in the larger schools where these courses are offered and where there are usually adequate funds and teachers whose experience enables them to select apparatus.

No list is given for a course in agriculture. This may appear in a later publication which may include similar lists for classes in manual training and in domestic science and art. It is hoped that sections of various high-school conferences, as well as individual teachers of experience, may be willing to assist in preparation of such lists which the department may publish for the convenience of the schools of the State.

GENERAL SCIENCE.

A course in general science for the ninth grade has been recommended by the Department of Public Instruction to be introduced into the program of studies by the high schools of the State.

It is believed that such a course if well taught will serve as a good introduction to the science study of the secondary period of instruction. This belief is based on sound theory and is supported by the testimony of experience. The controversies as to the exact content of such a course are of minor importance and are likely to become less strenuous, as experimentation becomes more general. The recent introduction of some such course into their program of studies by a large number of schools indicates a recognition of its value.

The only thing insisted upon by the department is that such a course shall include enough work in physiology to satisfy the re-

quirements of the statute unless, of course, the subject physiology is taught in the ninth year outside of the course in general science.

The department approves either of two arrangements: (1) general science, a year course including physiology as explained above, or (2) a half year of physiology and a half year of some other science such as botany, zoology or physical geography.

EQUIPMENT FOR A HIGH-SCHOOL COURSE IN GENERAL SCIENCE.

A school equipped for good laboratory work in physics and chemistry, is equipped, also, for a general science course.

For those schools that wish to equip especially for a general science course the following list of equipment is prepared.

A—For demonstration only—one set for the whole class.

I—Physical Apparatus.

a—Essential:

1 balance spring.....	\$ 55
1 ball and ring.....	1 10
2 bladders	32
1 compound bar.....	95
6 deflagrating spoons.....	78
2 dissecting pans.....	80
1 pneumatic trough.....	1 10
1 porous cup.....	22
1 rubber balloon.....	11
1 sq. ft. rubber dam.....	25
6 ft. rubber tubing $\frac{1}{4}$ ".....	66
2 pinch cocks (Mohr's medium size).....	20
3 (or more) dry cells.....	60
Total	\$ 7 74

b—May be omitted:

1 Magdeburg hemisphere.....	\$4 10
1 steam sterilizer (the household type may be borrowed and is satisfactory).....	5 50
1 air pump	4 00
1 air pump platform.....	5 50
1 balance (Harvard trip scale or other balance weighing to 1 gram).....	8 00
1 set balance weights (iron, 5 grams to 1,000 grams)	1 60
1 brass air weighing globe.....	2 50
1 single pulley.....	18
1 double pulley.....	30
Total	31 68

Grand total..... \$39 42

II—Glassware, etc.

a—Essential:

2 battery jars 6x8".....	\$ 66
6 corks $1\frac{1}{2}$ " diam. No. 18.....	11
2 crystallizing dishes, 8" diam.....	1 20
2 glass cylinders, $2\frac{1}{2}$ x15".....	1 39
2 glass plate covers, circular, 10" diam.....	80
1 graduate cylinder 100 c. c.....	65

II—Glassware, etc.—Concluded.

a—Essential:

1 graduate cylinder 200 c. c.....	\$0 80
6 thistle tubes.....	60
1 lb. tubing, glass, $\frac{1}{4}$ in.....	44
5 stoppers, rubber, solid, No. 8.....	84
2 stoppers, rubber, 1 hole, No. 8.....	34
1 funnel (glass, 6 or 8 in. diam.).....	30

Total\$ 8 23

b—May be omitted:

2 bell jars.....	\$2 20
1 electrolysis apparatus.....	5 00
1 barometer tube.....	28

Total 7 48

Grand total..... \$15 71

III—Chemicals.

Acid, hydrochloric	Manganese dioxide
Acid, nitric	Marble
Acid, sulphuric	Mercury
Alcohol	Mercuric oxide
Alum	Molasses
Ammonium chloride	Olive oil
Ammonium hydroxide	Pancreatin
Calcium sulphate	Paraffin
Charcoal, lumps	Pepsin
Chloroform	Phosphorus, red and yellow
Copper, sheet	Potassium chlorate
Copper wire No. 18	Potassium dichromate
Copper sulphate	Potassium permanganate
Ether	Rennin
Eosin	Salt
Fehling's Solution A & B	Sodium hydroxide
Filter paper	Sodium nitrate
Flaxseed, ground	Starch
Iodine	Sugar, cane and grape
Iron filings, steel wool	Sulphur
Iron picture wire, small	Tin
Lead nitrate	Vaseline
Lead oxide	Zinc
Lime water	Zinc, sheet
Litmus paper	

Total not over..... \$12 00

Total for demonstration.

(a) Essential	\$27 97
(b) May be omitted.....	46 90
Total	<u>\$74 87</u>

B—For experiments—one set for each pupil.

I—Physical apparatus.

a—Essential:

1 asbestos sheet	\$0 10
1 Bunsen burner.....	35
1 dissecting forceps.....	40
1 magnet bar.....	35
1 metric stick.....	35

I-Physical apparatus.—Concluded.

a—Essential:

2 dissecting needles.....	\$0 12	
1 ring stand with 2 rings—1 burette clamp.....	90	
1 rule metric.....	05	
1 scissors	25	
1 test tube clamp	10	
1 test tube support	45	
1 wire gauze 5"x5".....	07	
1 test tube brush.....	04	
Total		\$3 53

b—May be omitted:

1 dissecting microscope	\$2 20	
1 dissecting scalpel	40	
Total		2 60
Grand total.....		<u>\$6 13</u>

II—Glassware, etc.

1 beaker 350 c. c.....	\$ 21	
6 bottles wide mouth, capacity 8 oz.....	26	
1 evaporating dish 3 in. diam.....	13	
1 Florence flask, 400 c. c.....	16	
4 glass plate covers.....	20	
1 Petri dish 100 mm. diam.....	25	
6 test tubes 5x $\frac{1}{2}$ in.....	11	
6 test tubes 6x $\frac{3}{8}$ in.....	14	
1 chem. thermometer 10 to 210 deg. C.....	1 10	
1 tumbler	06	
1 stirring rod.....	04	
Total		\$2 66

Total for each pupil.

(a) Essential	\$6 13	
(b) May be omitted.....	2 66	
Total		\$8 79

ESTIMATE FOR CLASS OF TEN.

A—For demonstration only—one set.

	Essential.	May omit.	Total.
1—Physical apparatus.....	\$ 7 74	\$31 68	\$39 42
2—Glassware, etc.....	8 23	15 71	23 94
3—Chemicals	12 00	.....	12 00
Total	<u>\$27 97</u>	<u>\$47 39</u>	<u>\$75 36</u>

B—For experiments (one set each pupil).

1—Physical apparatus.....	3 53	2 60	6 13
2—Glassware, etc.....	2 66	.....	2 66
Total	<u>\$ 6 19</u>	<u>\$ 2 60</u>	<u>\$ 8 79</u>
Total for ten pupils (experiments)....	61 90	26 00	87 90
Total for demonstration.....	27 97	47 39	75 36
Grand total.....	89 87	73 39	163 26

N. B. Add or deduct for each pupil more or less than ten in class either \$6.19 or \$8.79 as above.

APPARATUS FOR CLASS OF TWENTY IN ZOOLOGY.

(A half-year course for a school that must economize.)

N. B. The same apparatus will serve for a class in botany; dissecting pans may then be omitted.

EQUIPMENT.

6 tables	\$ 50 00
1 compound microscope.....	28 00
10 magnifiers	4 00
5 alcohol lamps.....	1 50
1 ring stand, 3 rings.....	85
10 dissecting sets: forceps, scalpel, needles, scissors.....	10 00
1 section razor.....	85
3 test tube supports.....	1 20
6 test tube brushes.....	20
10 dissecting pans (these could be omitted).....	4 00
12 rubber stoppers, 1 and 2 hole.....	60
Corks, assorted.....	75
Total	\$102 95

SUPPLIES.

24 test tubes	\$ 52
5 10 ft. glass tubing $\frac{1}{8}$ to $\frac{1}{4}$ in.....	50
5 ft. rubber tubing $\frac{1}{4}$ in.....	50
2 crystallizing dishes 6 in.....	90
2 battery jars, quart.....	50
2 battery jars, gallon.....	80
24 glass slides.....	25
$\frac{1}{2}$ doz. cover glasses	50
10 droppers	30
6 watch glasses.....	30
5 cyanide bottles.....	90
1 nest beakers.....	70
1 funnel 4 in.....	18
2 filter paper 8 in.....	44
1 thermometer	1 00
1 graduated cylinder.....	85
3 glass plates round.....	30
3 evaporating dishes.....	45
6 tumblers	25
Total	\$10 14

CHEMICALS.

10 grams iodine.....	\$ 20
250 grams ether.....	40
125 c. c. nitric acid in bottle.....	25
125 c. c. sulphuric acid in bottle.....	25
125 c. c. hydrochloric acid in bottle.....	25
125 c. c. ammonium hydroxide.....	25
125 c. c. eosin solution in bottle.....	50
1 gal. alcohol	3 50
$\frac{1}{4}$ gal. formalin, 40 per cent.....	1 25
50 grams glycerine.....	50
50 grams chloroform.....	20
Fehling's solution 2 sol.....	1 00
Total	\$ 8 20

SUMMARY.

Equipment	\$102 95
Supplies	10 14
Chemicals	8 20
Total	\$121 29

For a class of ten the cost may be reduced proportionately making total cost perhaps \$85.00.

A LIST OF LABORATORY EXPERIMENTS FOR A HIGH-SCHOOL CLASS IN PHYSICS WITH APPARATUS FOR SAME.

Physics, as a high-school study, belongs in the fourth or the third year and should not be placed earlier than that. It has therefore, no place in a Recognized Two-Year High School, and may very well be omitted in a Recognized Three-Year High School unless there is special reason for its introduction.

In order to be accepted for a unit in a Recognized High School, physics must be a laboratory study; that is, the class must be provided with space and apparatus for a certain minimum number of laboratory experiments, which they must all perform in the laboratory under the guidance of the instructor, making proper record of the same in notebook inspected by the instructor.

The commonly used textbooks with accompanying manuals indicate fairly well the number and character of the experiments that should be included. Good judgment will be required to discriminate between those to be performed by the instructor for demonstration and those to be performed by the pupils themselves. Thirty-five or thereabouts is the number usually required of the pupils.

The following list of forty-nine experiments has been made with reference to two considerations:

First, the value of these experiments educationally to the pupil and their suitability for this purpose as distinguished from those which the instructor himself should present before them; second, their convenience and cost, as being possible for the smaller high schools which, without sacrificing thoroughness, must economize.

The list has been submitted to several experienced instructors and advantage has been taken of their criticisms and suggestions. The proper performance of these experiments with the accompanying study of any good text would satisfy, it is believed, the entrance requirements of any college.

The prices affixed are list prices. Some reduction in the cost of apparatus can be made through discounts. Some saving can be effected by an experienced instructor with mechanical ingenuity. The various school supply houses publish lists which will be found to check fairly well with these lists.

Many instructors will find some favorite experiment omitted, and of course such may be added at greater or less expense, whether required of the pupils or performed by the instructor for demonstration. But no variation involving any great departure from this list of generally accepted experiments can be made without materially affecting the course.

Others that do not appear, such as the experiment in light with a pinhole aperture, are so simple as hardly to deserve a place in the required list.

The thirty-five or thirty-six that are starred may be considered as *essential*; any of the others are desirable if there is time.

Experiment 8 under "Heat" involves an expensive apparatus and, if performed at all, should, for this reason as for others in most schools, be given by the instructor before the class.

Experiment 7 under "Liquids" may be performed with the regular trip scales instead of with the balance suggested in the list. This would reduce the cost about \$6.00, cutting the total for starred experiments to \$106.20 for apparatus and to \$161.20 for apparatus, tools and furniture.

Of course, also, in some places a saving may be made if necessary in the expense for tables and cupboards.

Among the familiar experiments sometimes attempted by pupils the following, not listed below, may, perhaps, better be performed by the instructor before the class:

Pendulum

Friction

Breaking strength of wire

Bending rods

Wheel and axle

Latent heat of vaporization

Interference of sound and overtones

Character of shadows.

In the same category may be placed such practical experiments as these:

Determining heat with an ordinary gas stove burner

Efficiency of carbon and Tungsten lamps

Cost of operating electric irons

Efficiency of motor

Study of a transformer

Wireless telegraphy.

In the following list those experiments which ought to be performed by each pupil separately are marked (1); those which may with advantage be performed by two or three working together are marked respectively (2) and (2-3).

Those which are essential are marked *; those recommended in addition are marked -.

MECHANICS:

Solids—

*1. Parallelogram of forces (2)	3 spring balances.....	\$1 50
*2. Parallel forces (2)	Wooden beams. See also Exp. 1 and 3..	20
*3. Levers (1)	Lever stand, meter stick, weights (100-400 gr.) See Exp. 7.....	2 10
*4. Inclined plane (2)	Apparatus, board carriage, etc.....	2 25
*5. Hooke's Law (1)	Steel spring and wgt. holder, wgt. No. 3	20
*6. Pulley (1)	2 pair pulleys.....	60

Liquids—

* 7. Archimedes' principle (1). (See note)	Metal cylinder, balance, wgt., battery jar	14 90
* 8. Specific gravity of a body that sinks in water	See Exp. No. 7.....	
- 9. Specify gravity of body that floats (1)	Lead sinker	
*10. Specify gravity of liquid (1)	6 oz. glass stoppered bottle. (See Exp. No. 7)	25
*11. Variation of pressure with depth (2)	Manometer & hydrometer jar.....	1 40
*12. Boyle's law (2)	Apparatus	5 00

HEAT:

* 1. Testing fixed points on thermometer (1)	6 thermometers	5 00
- 2. Linear expansion of metal rod (2)	Steam boiler	2 25
	Apparatus (also see No. 4).....	3 45

HEAT—concluded.

* 3. Calorimetry, principle of method of mixture (2)	3 calorimeter vessels.....	\$1 20
- 4. Calorimetry, specific heat by method of mixture (2-3)	Steam boiler and thermometer. (See above.)	
- 5. Latent heat of fusion of ice (2)	Lead shot and copper punchings.....	50
	Apparatus used in other experiments.	
* 6. Evaporation, saturation, dewpoint (1)	Three 6-oz. bottles. (Also see No. 1)....	75
- 7. Thermal change of volume and of pressure of dry air (2)	Glass tubes, dry air confined by mercury column. (Also No. 1).....	1 10
- 8. Heating value of gas per ft. in B. T. U. (See note)	Junker calorimeter	10 00
	Gas meter (Thorpe gauge).....	13 35
	Burner	

SOUND:

* 1. Velocity of sound in air (2)	Metronome, tape, gong.....	4 50
* 2. Wave length of sound in air (2)	Tuning fork. (See other experiments)..	50
* 3. Vibration of strings (2)	Sonometer	4 45
- 4. No. of vibrations of tuning fork (2)	Apparatus	3 60

LIGHT:

* 1. Photometry (2)	Bunsen's photometer	2 50
* 2. Images in plane mirror (1)	Mirror, protractor	40
* 3. Images in concave mirror (1)	Concave spherical mirror.....	50
* 4. Refraction of glass index (1)	Refraction block	35
* 5. Refraction of water (1)	Battery jar. (See elsewhere).....	
* 6. Focal length and conjugate foci of converging lens (2)	{ Optical bench	75
	{ Convex lens 4 cm. diam. (12 cm. focus)	15
	{ Convex lens 4 cm. diam. (15 cm. focus)	10
* 7. Real images formed by lens, camera (2)	Convex lens 8 cm. diam. (15 cm. focus)..	1 00
* 8. Colors of the spectrum (2)	60 degrees prism (4 in.)	
	60 degrees prism (8 in.).....	70
- 9. Magnifying power of lens (1)	See Exp. No. 6.....	
-10. Astronomical telescope (1)	See Exp. No. 6.....	

ELECTRICITY AND MAGNETISM:

* 1. Fundamental facts, magnets (2)	2 bar magnets, 6 in., tacks, filings	40
* 2. Mapping field of magnet (1)	Blue print paper.....	05
	Compass	15
* 3. Fundamental facts of static electrification (1)	Tumbler, pith balls.....	65
	Friction rods, (glass, wax, vulcanite)....	70
	Electroscope	50
	Silk and flannel.....	50
	See other experiments	
* 4. Simple galvanic cell (1)	Copper, zinc, carbon, lead, iron, holder..	1 00
	Galvanoscope. (See also No. 10).....	1 50
- 5. Electromotive forces (2)	See No. 4.....	
* 6. Effect of current on magnetic needle (1)	Compass	15
	Com. dry cell. (See Exp. 12), etc.....	

ELECTRICITY AND MAGNETISM—concluded.

* 7. Electromagnet tele-graph (1)	Bar Norway iron, sounder.....	\$1 40
* 8. Electric bell (1)	Bell, push button	35
* 9. Ohm's law, resistance (2)	Volt-ammeter	10 00
*10. Production of currents by electromagnetic induction (2)	{ D'Arsonval galvanometer	5 55
	{ Primary and secondary coils.....	1 10
	{ Large bar magnet.....	50
-11. Electrolysis, electroplating (2)	See No. 4.....	
*12. Arrangement of galvanic cells in connection with varying external resistances (1)	{ 2 Daniell cells, also see No. 4.....	50
	{ Resistance box	6 00
-13. Wheatstone bridge (2)	Wheatstone bridge. (Also see No. 12)..	3 00
-14. Resistance of battery apparatus (2)	See Exp. 12	
*15. Dissected electric motor (1)	Dissected motor (St. Louis).....	2 80

Estimate for tables, \$15.00; cupboard, \$25.00; tools, clamps, etc., \$10.00;
total \$50 00

General stock—ten pupils.

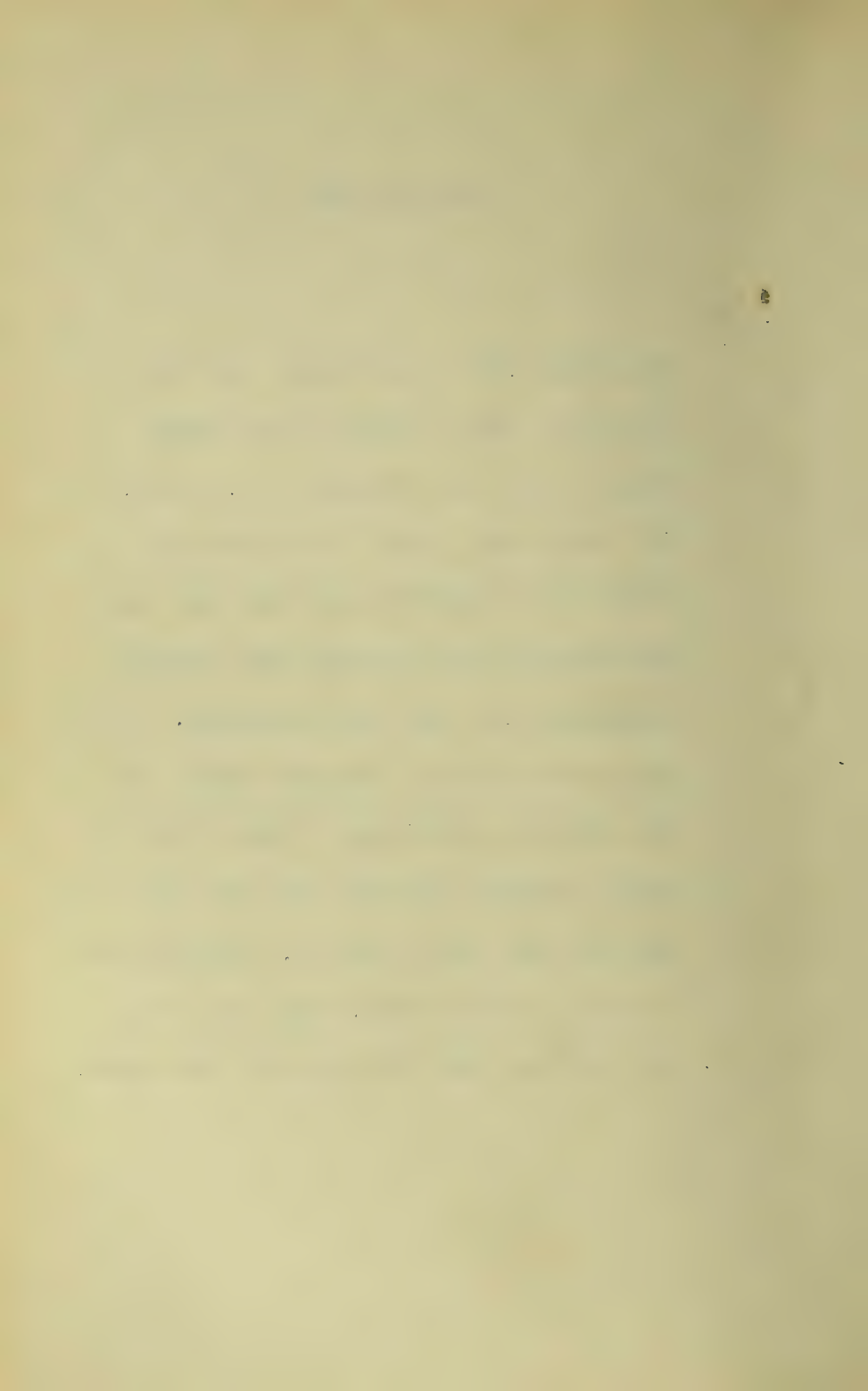
Five lbs. sulphuric acid; 2 lbs. nitric acid; 2 lbs. hydrochloric acid; salt; 1 lb. ammonium chloride; 2 lbs. copper sulphate; iron filings; 2 lbs. annunciator wire No. 18; 8 oz. ethyl alcohol; knitting needles; watch spring; 6 lbs. mercury; 1 doz. meter rods; glass tubing; rubber tubing; round bottom flasks (150 c. c.); three 6-oz. bottles; stoppers; wax; bunsen burners, etc..... 25 00

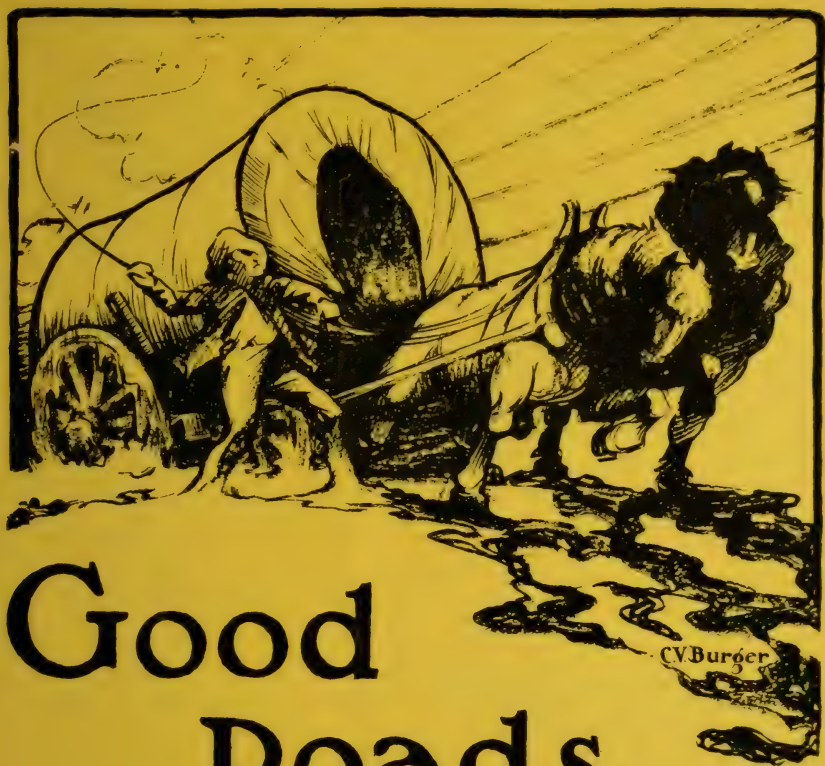
SUMMARY.

Mechanics.	Essential.	Additional.
Solids	\$ 6 85.....	
Liquids	21 55.....	
Heat	9 20.....	\$28 40
Sound	9 45.....	3 60
Light	6 45.....	
Electricity and magnetism.....	33 80.....	3 00
General stock	25 00	
	\$112 30	
Tools, clamps, etc.	10 00	
Cupboards	25 00	
Tables	20 00	
	\$167 30	\$35 00

CIRCULAR 95

Circular 95 is an issue of the Illinois State Examining Board under date of February 10, 1916, in which are given the specific rules and regulations and the law governing the renewal and annual registration of certificates. It also contains an announcement of the summer sessions of the five State Normal Schools and of the University of Illinois, giving the length of the term, and the date of opening and closing of the same.





Good
Roads
Bulletin for ♦♦
Illinois Public
Schools



A Common March Road Scene.



A More Desirable Condition.

CIRCULAR 96.

INTRODUCTION.

To Pupils and Teachers:

It's a fine thing for a man to build a home for his family. It's a fine thing for him to improve his farm and make it beautiful as well as profitable. Every building he erects, every tree he plants, every fence he builds adds to his joy and comfort as well as to the value of his possessions. But all these things are done for himself and his family. To be sure the comforts and pleasures of his home are shared with neighbors and sometimes with the stranger, but in the main they exist more or less for his own selfish purpose.

However, it is a very different thing when he helps to build a public road or highway. Of course, his motive may be to get a better way of travel for his own use, but he knows that the road he builds belongs to everyone who desires to use it. He comes to feel and to know that everyone who helps to make the public highways better, who helps to keep them open for travel throughout the year is a public benefactor. He understands, of course, that if he wants that portion of the road over which he drives kept in good condition, he must assist others in keeping up roads over which they drive. And he comes to know that all, whether they live on the farm or in the city, will share the comforts and the convenience of the open highways which he has helped to build.

A man may keep his farm in good condition and provide well for his family and not be a very good citizen. He shows his good citizenship in the interest he takes in those matters which concern all the people of his community, his district, his township, his county, his State, his country. But some men show more interest in the Panama Canal through which they may never go, than they do over that stretch of the highway over which they must travel throughout the year. They study and worry more over the great slide in the Culebra Cut than they do over the causes and the remedies of the great mudhole in the public road two hundred yards from their front gate. It will be a sign of a better day and a better citizenship when men, women and children become thoroughly aroused and interested in the common cause of better roads and highways.

Believing that this better day will not fully come until a sound and intelligent sentiment for good roads is created in every school district in the State, I have asked the public school officers to set aside the last Friday in March as Good Roads Day. And in order that an interesting and profitable program may be prepared and given, and that teachers and pupils may be supplied with helpful and suggestive material, I have secured the services of two experts from the College of Agriculture of Illinois, to prepare this bulletin of information. I am sure that the teachers will appreciate the service rendered by these gentlemen and will make good use of the materials.

F. G. BLAIR,
Superintendent.



A Sign of a Better Day.

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Cover Design—Carl Victor Burger, Department of Architecture,
University of Illinois.

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ACKNOWLEDGMENTS.

Figure 5 is reproduced by courtesy of the U. S. Department of Agriculture; figure 11 through the courtesy of O. H. Benson; figure 15 was drawn by the Landscape Extension Division, University of Illinois; and the remaining illustrations were furnished by the Illinois State Highway Commission.

Edited by

James H. Green and Ira O. Baker
Members of the faculty of the University of Illinois

Issued by

FRANCIS G. BLAIR
State Superintendent of Public Instruction

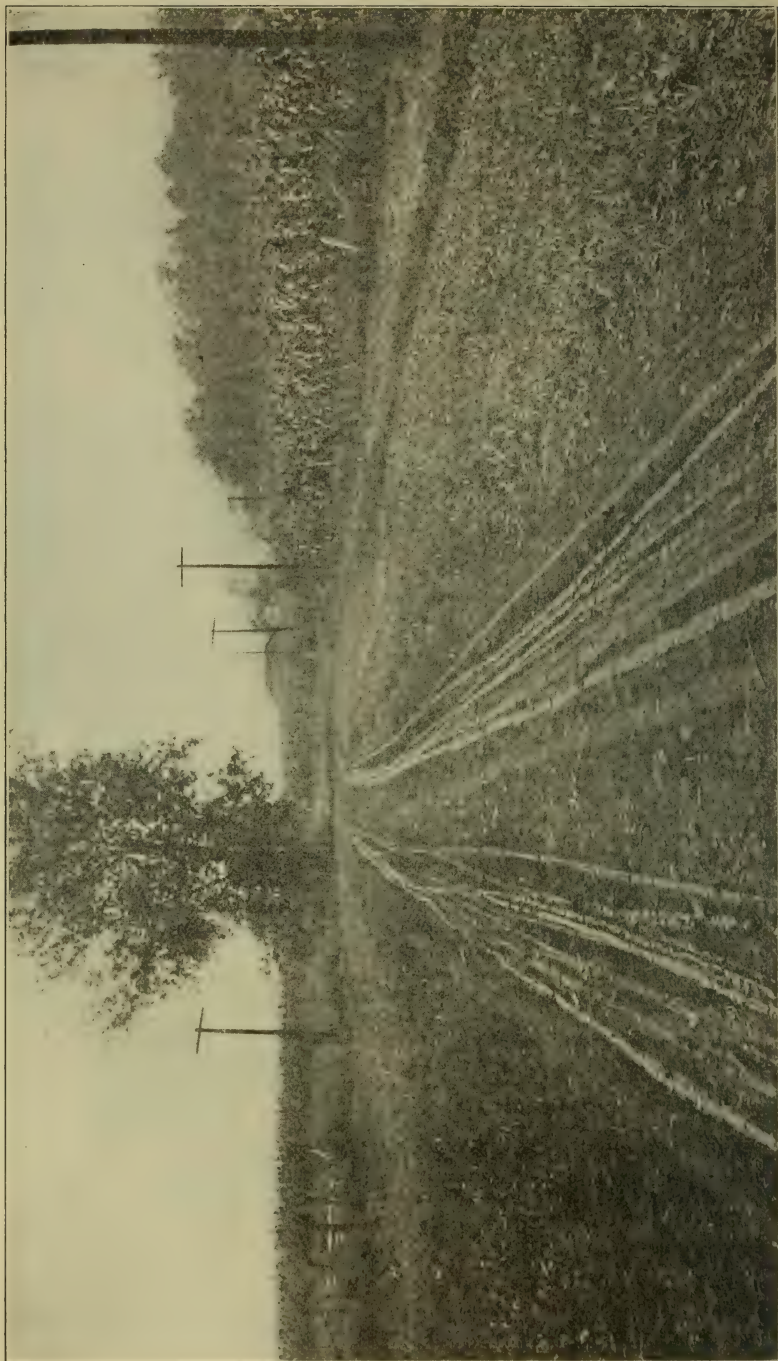


FIG. 2. A Well-Built Earth Road.

SUGGESTIONS FOR THE USE OF THE BULLETIN.*

[JAMES H. GREENE, State Leader in Junior Extension
College of Agriculture, University of Illinois.†]

In line with our present educational policy of using materials of local interest in the schoolroom we should not overlook the fact that the roads of the school district present a problem not only of local but of State-wide interest. So many fallacies concerning roads and road building are being spread abroad that it was with the idea of giving authoritative information suitable for use in public schools that this bulletin was prepared.

Five definite lines of activity for teachers are suggested. First, a series of lessons based upon the material in this circular; second, a preparation of exhibit material; third, a Good Roads Demonstration that will take the form of a road-dragging contest; fourth, a Good Roads Day program as suggested in Superintendent Blair's proclamation and fifth, beautifying the roadside. The following suggestions are offered for carrying out these lines of activity.

1. THE LESSON SERIES.

The pupil's undeveloped interest in good roads will extend only to the roads with which he is familiar. A road survey of the neighborhood will make a good beginning. Before such a survey can be made the pupils will need some instructions as to what to look for. After carefully reading over the articles in this circular, the teacher may outline and discuss the things to be investigated as will be hereafter suggested. The pupils should have a clear idea of the conditions of an ideal road. A cross-section drawing on the blackboard of a model road will help to bring out clearly the location and function of the various parts, such as the crown and the ditches. Each pupil may be given a section of road to investigate. Where the roads follow section lines this assignment will be a simple affair. It would, perhaps, be best to let each pupil investigate the roads bounding the farm on which he resides.

The following series of lessons will lead up to and culminate in the study of actual road conditions. It is recommended that the teacher undertake as much of this as time and the interest of herself and the pupils permit.

1. *Study of the Advantages of Good Roads.*

The portions of Professor Baker's article bearing the headings "Advantages of Good Roads" and "The Advantages Discussed" should be the basis for this lesson. Professor Baker has outlined this material in such a way that it may be used directly by the teacher.

2. *Methods of Construction of Earth Roads.*

The article prepared by Mr. Bilger and that portion of Professor Baker's article headed "Principles of Road Construction" should be the basis for this lesson. The following outline may prove suggestive in preparing to get this material before the pupils.

1. Types of roads in the district—discussion of each type.
2. Importance of earth roads.
3. Advantages and disadvantages of earth roads—enumerate on blackboard.
4. Importance of proper location of roads.
5. Grades—What is meant by a "four per cent grade?"
6. Cuts and fills—Use of sod. Why should fills be built higher than seems necessary?
7. Drainage—a. Surface drainage. b. Underdrainage. How is each secured?

3. *Principles of Maintenance of Earth Roads.*

Use that portion of Professor Baker's article headed "Methods of Maintenance," and similar portions of Mr. Bilger's article.

- a. Define maintenance.
- b. Enumerate the items requiring attention.
- c. Discuss briefly the methods and machines for maintaining the surface.
- d. What three things is the road drag designed to do?
- e. What conditions are necessary to secure the best results with the road drag?
- f. The rules for dragging may be read and discussed.

* Acknowledgment is here made to Professor Ira O. Baker, Civil Engineering Department, University of Illinois, for valuable assistance in preparing this article.

† In cooperation with U. S. Department of Agriculture.

4. A Travel Census.

The amount of care that should be given to a particular road depends upon the amount and kind of use that is made of it; and therefore a study should be made of the amount of travel on the road, that is, a travel census should be taken. To assist in recording the observed results, the blank presented on pages 9 and 10 was prepared by Professor Baker.

Such a study may be made of the road in front of the schoolhouse and all the pupils may cooperate in procuring this information in the manner suggested by Professor Baker. Interested pupils may wish to make individual studies of the roads in front of their respective homes. For this purpose extra copies of the blank accompany the bulletin. It is suggested that the teacher read Professor Baker's article on "The Travel Census" to the pupils and explain the use of the blanks. The study may then be made in the schoolhouse or at the homes of the pupils.

The information to be placed on these sheets may be collected by the entire school at the schoolhouse as suggested by Professor Baker, or interested pupils may wish to make observations at home. For this purpose extra copies of this blank are supplied to the teacher. It is suggested that the teacher read Professor Baker's article on "The Travel Census," explain the blanks, and supply them to all pupils who wish to cooperate in securing this information.

(1) Travel Census.

Road between Sec.....and Sec..... T..... R.....
 School No..... Township..... County.....
 Teacher: Name.....Address.....
 Time: Year..... Month..... Day of week.....
 Day of month.....Hour.....
 Condition of weather.....

	To town.							From town.						
	1-horse buggies.	2-horse carriages.	Automobile.	Motorcycle.	Bicycle.	2-horse wagon.		1-horse buggies.	2-horse carriages.	Automobile.	Motorcycle.	Bicycle.	2-horse wagon.	
						Empty.	Loaded.						Empty.	Loaded.
Sample..	I	II	III	I	I	I	II							
6 a.m...														
7 a.m...														
8 a.m...														
9 a.m...														
10 a.m...														
11 a.m...														
12 a.m...														
1 p.m...														
2 p.m...														
3 p.m...														
4 p.m...														
5 p.m...														
6 p.m...														
Total														

NOTE.—Record information as shown in columns opposite "sample."

5. A Study of the Physical Conditions of a Road.

Lessons one, two, and three were designed to enable the pupils to recognize good and bad road conditions. In this lesson the pupils are to use this knowledge. Every pupil should make a careful study of the physical conditions of a particular road; and should record the results on a sheet like that presented on pages 10 and 11, which was suggested by Professor Baker. It is suggested that he study a road adjoining his home farm. A preliminary discussion of the blank will serve as a review of the previous lessons and make the use of the blank intelligible to the pupils.

PHYSICAL CONDITION OF A ROAD.

(It is recommended that a half-mile of road be taken.) Answer questions by Yes or No when possible. Make a brief statement if necessary.

Road between Sec. and Sec. T. R.
 School No. Township. County.
 Pupil's name. Address.
 Teacher: Name. Address.
 Time: Year. Month. Day of month.
 Day of week. Hour.

1. Surface of Traveled Way.

- Has the road much or little travel?
- Is it free from ruts and holes?
- Are there ridges at the edge of the traveled way?
- Is the improved portion of the proper width?

2. Side Ditches.

- Are they free from obstructions?
- Is the slope of the outside bank right?
- Is the slope of inside bank right?
- Are the ditches of the right width, depth and shape?
- Are they free from standing water?

3. Road Sides.

- Is the strip outside of the ditch smooth?
- Is it well sodded?
- Is it free from weeds?
- Are the fences kept up?

4. Under Drainage.

- Is there a line of tile on one side of the road?
- Is there a line of tile on both sides of the road?
- Is the underdrainage satisfactory?

5. Signboards.

- If there are signboards, are they neat?
- Are they legible?

6. Farm Entrances. (Fill this out, if there are any on the piece of road you investigate.)

- Are the farm entrance roads wide enough to accommodate travel?
- Is the surface of the proper form?
- Is the underdrainage sufficient to carry off the water of the side ditch?

7. Culverts. (To be answered only when there is a culvert on your piece of road.)

- Is the culvert long enough to accommodate travel?
- Is the road properly maintained at or over the culvert?
- Is the culvert large enough to carry away the water?
- Is the culvert free from obstructions at both ends?

8. Bridges. (To be answered only when there is a bridge on the strip of road studied.)

- Is the bridge wide enough to accommodate travel?
- Is the floor properly maintained?
- Is the road surface properly maintained at the ends of the bridge?
- Is the waterway sufficient?
- Is the bridge properly painted?

9. Hedges.

- Is the hedge trimmed so as not to obstruct the view at the corner?

10. Danger.

- Are there any dangerous railroad or interurban crossings or sharp turns screened by shrubs?

6. Disposition of Reports.

The information in the reports in Lessons 4 and 5 may be used in writing compositions upon these subjects, after a discussion of reports. Such compositions, placed in decorated covers made by the pupils themselves, may be placed on exhibition when the Good Roads Day program, as suggested on page 14, is given.

It is suggested that both blanks be collected and sent to the Illinois Highway Commission, Springfield, when they have served their purpose. The

*Consult cross section drawing of ideal road, page 26.

school children will be of real service to the State in obtaining this information.

II. PREPARATION OF EXHIBIT MATERIAL.

To aid in fixing the facts brought in the lesson series, and to give concrete evidence to the patrons of the school of the results of this study, it is suggested that the pupils prepare material to be exhibited on the Good Roads Day and to be kept as a part of the permanent school exhibit.

1. *Making of Guideposts.*

If it is found that guideposts are needed, some pupils may undertake the making and placing of them. A simple but effective guideboard consists of a planed board on which is placed an arrow pointing in the proper direction, with the name of the town and its distance. The lettering may be made by means of stencils or free hand. Making guideposts affords practice in lettering, and may well be undertaken in the schoolroom under the direction of the teacher. The following directions may be of use.*

1. Make the board 24 by 6 inches, from one-inch lumber, planed on one side.

2. Paint the smooth side of the board white and let it dry.

3. Lay the copy, for instance: Springfield 6 miles, on heavy pasteboard and cut out the letters with a sharp knife, leaving a small space when necessary to hold the letters in place.

4. Tack the stencil to the painted board, keeping the letters of the stencil pressed firmly to the board while applying the black paint for lettering.

The guideboards may be exhibited on Good Roads Day; and may then be placed upon a fence post or on a special post erected for the purpose. The placing of guideposts will be a public service that will be greatly appreciated by strangers who use the road.

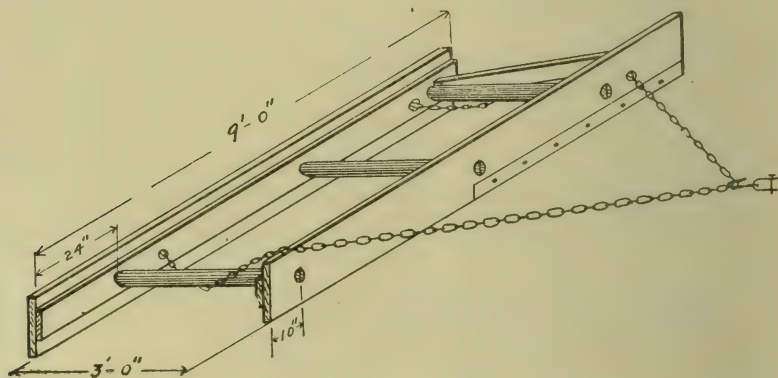


FIG. 2. Drawing of Road Drag.

2. *Model of Road Drag.*

Some of the boys may desire to make a model of a road drag. In this connection the working drawing of a full size road drag on page 12 may be helpful.

3. *Cross Section of an Ideal Earth Road.*

Some of the girls or boys may desire to make upon a large sheet of paper or upon the blackboard a drawing of the cross-section of an ideal earth road.

III. THE GOOD ROADS DEMONSTRATION.

"We learn by doing" is coming to be a favorite maxim in educational circles. Just as the home projects of the club work supplement the work in agriculture and home economics, so will the maintenance of an earth road

* These directions were adapted from those used in Cook County by Superintendent of Schools Tobin.

by the use of the steel harrow, split-log drag or other device in the hands of the boys of the school district, fix the lessons contained in this circular.

If possible a half-mile of earth road in front of the schoolhouse should be selected. The time to begin the demonstration and the length of it should be determined by a local committee, of which the teacher and the road supervisor should be members. This committee should make whatever rules seem necessary.

Where the interest of an entire township is aroused, a friendly contest between the various districts might be arranged. This might be held under the direction of a committee appointed in a meeting of representatives of the various district committees. This township committee should make whatever rules are necessary for this contest. The number of members composing a district team may be fixed, or no limit may be placed upon the number of pupils from a district engaged in maintaining the contest strip. This committee may decide to have all of the contest strips of road put in first-class condition before the contest opens.

Prizes are not necessary in this contest, but where chambers of commerce or other agencies are willing to give them, it is recommended that they be awarded to schools and not to individuals. Such prizes may consist of books for the school library, pictures or equipment which could not be secured otherwise. An inexpensive pennant to hang upon the wall of the schoolroom will be greatly prized.

Each district team should be required to keep a record of its work. Such a record should contain the dates the road was worked, nature of the work performed, the number of pupils and horses employed, and the number of hours of labor of each. If each team elects a captain and he makes out a schedule for the team, each member can take a turn at the work, which will not be a hardship. The rules for dragging in Professor Baker's article may prove helpful.



FIG 3. Rough Earth Road in July Near Springfield.

To assist in determining the relative merits of contesting teams in township contests, the following basis of award or score card is suggested by Professor Baker:

BASIS OF AWARD.

Points.

1. <i>Surface of Traveled Way.</i>	
a. Amount of crown.....	20
b. Freedom from ruts and holes.....	20
c. Absencé of ridges at edges.....	10
2. <i>Side Ditches.</i>	
a. Freedom from obstructions.....	6
b. Slope of outside bank.....	6
c. Slope of inside bank.....	6
d. Width, shape and depth.....	6
e. Freedom from standing water.....	6
3. <i>Roadsides.</i>	
a. Smoothness, freedom from weeds of strip outside of ditches....	14
4. <i>Guideboards.</i>	
a. Neatness	3
b. Legibility	3
Total	100

In order that a record may be kept of those schools engaging in this demonstration, it is requested that the teacher fill out and mail the enclosed card.

In undertaking this Good Roads Demonstration, the teacher should bear in mind that it is something that will attract attention to the schoolhouse as well as to the road leading to it, for when the patrons of the district and county ride over the roads, they will know when they get on "the schoolhouse road," and in passing the schoolhouse may notice for the first time some of its needs.

IV. THE GOOD ROADS DAY PROGRAM.

It is suggested that the Good Roads Day program be the culmination of the demonstration or possibly occur while it is in progress. The following program is merely suggestive and may be shortened or lengthened to meet local conditions. It is recommended that efforts be made to secure cooperation of township and county road officials, members of automobile clubs, farmers' institute officials, members of crop and soil improvement associations, agricultural advisers, members of bankers' associations, chambers of commerce, and other allied agencies.

Song—America.

Reading of Superintendent Blair's Proclamation.

Recitation—The Calf Path.

Reading of Article by Honorable Homer J. Tice, and the Introduction and Life of John MacAdam from Professor Ira O. Baker's article.

Reading of two best compositions based upon "The Travel Census."

Reading of the two best compositions on "The Physical Condition of a Particular Road."

Debate—Resolved that the Social Advantages of Good Roads Justify Material Improvement in our Community.

Five-minute talks by two visitors (if possible the local road supervisor or township highway commissioner should be one of these.)

Announcement of Committee on Award.

Song—"Illinois."

Inspection of Good Roads Exhibit by visitors.

THE CALF PATH.

A calf walked home as good calves should
 But made a trail all bent askew,
 A crooked trail, as all calves do.
 Since then three hundred years have fled,
 And I infer the calf is dead.

But still he left behind his trail,
 And thereby hangs my mortal tale.
 The trail was taken up next day
 By a lone dog that passed that way,
 And then a wise bellwether sheep
 Pursued the trail o'er vale and steep;
 And drew the flock behind him, too,
 As good bellwethers always do.
 And from that day, o'er hill and glade
 Through those old woods a path was made.

And many men wound in and out,
 And dodged and turned and bent about,
 And uttered words of righteous wrath
 Because 'twas such a crooked path;
 But still they followed—do not laugh—
 The first migrations of that calf.
 And through the winding woodway stalked,
 Because he wobbled when we walked.

This forest path became a lane
 That bent and turned and turned again;
 This crooked lane became a road,
 Where many a poor horse with his load
 Toiled on beneath the burning sun,
 And traveled some three miles in one,
 And thus a century and a half
 They trod the footsteps of that calf.

The years passed on in swiftness fleet,
 The road became a village street;
 And this before men were aware,
 A city's crowded thoroughfare.
 And soon the central street was this
 Of a renowned metropolis.
 And men two centuries and a half
 Trod in the footsteps of that calf.

Each day a hundred thousand rout
 Followed the zigzag calf about,
 And o'er his crooked journey went
 The traffic of a continent.
 A hundred thousand men were led
 By one calf near three centuries dead.
 They followed still his crooked way,
 And lost one hundred years a day;
 For thus such reverence is lent
 To well-established precedent.

A moral lesson this might teach
 Were I ordained and called to preach;
 For men are prone to go it blind
 Along the calf paths of the mind;
 And work away from sun to sun
 To do what other men have done.
 They followed in the beaten track,
 And out and in and forth and back,
 And still their devious course pursue,
 To keep the path that others do.
 They keep the path a sacred groove,
 Along which all their lives they move;
 But how the wise old wood gods laugh,
 Who saw the first primeval calf,
 Ah, many things this tale might teach—
 But I am not ordained to preach.

—Anonymous from the *Pathfinder*.

V. BEAUTIFYING THE ROADSIDE.

The material contained in Mr. Allison's article is suggestive of what may be done. Cleaning up the roadside and repairing the fences is something that any pupil may undertake. The actual planting of trees along the roads will fit in well with Arbor Day exercises. When the needs of the school yard in this respect have been attended to, turn the attention of your pupils to the public highway.

The planting of shrubs at bridges, farm entrances and on school grounds offers an opportunity for community cooperation. The landscape extension division will be glad to furnish additional information along this line.



FIG. 4. The Lone Tree by the Prairie Roadside.

All schools may not be able to undertake all five lines of activity suggested in this circular. Such as are not able to have a Good Roads Demonstration may undertake the beautifying of the school grounds or do a worthwhile piece of roadside planting.

For information regarding Roads and Methods of Maintenance, address State Highway Commission, Springfield, Illinois.

For information on Roadside and School Planting, address Landscape Extension Division, University of Illinois, Urbana, Illinois.

For information on Good Roads Contests, address Junior Extension Service, University of Illinois, Urbana, Illinois.

GOOD ROADS AND GOOD SCHOOLS.

[Hon. HOMER J. TICE, Forty-ninth General Assembly.]

The happiness and prosperity of a people depend, in a large degree, upon the system of government under which they live. Permanency should be the keystone of the arch supporting the whole government superstructure, and its foundation stone educated Christian citizenship. We who live in this country and under its system of government are known to the world as Americans—"one people." We, as a Nation, declare and maintain a national purpose, clearly characteristic and definitely representing the individuality of the Nation. We must build a national ideal commanding the reverence and respect not only of our own people, but of the world.

The training necessary to accomplish these purposes must begin in early childhood and by teaching and precept we must mold and direct the mind in its formative period. In this great work the most potent influence is the public school. From the public school, if it fulfill its purpose, will go out young men and women trained and educated to grasp their opportunities and

to become a definite, integral part of the community and as such to feel and realize individual interest and responsibility.

Oneness in community—community inter-dependence—is the cementing element that binds together and gives a people strength and power. The public school should be the recognized community center. Whatever builds up and sustains any community and brings to it broader and more superior advantages, greater and more diversified pleasures, creates love and respect for its institutions and inspires patriotic thought and definite ideals of citizenship. Education is the pilot and pathfinder for civilization. The standard of civilization is measured by the degree of education.

The efficiency of the public schools depends very largely upon their surroundings and supporting influences. The relation of the public road to the public school is most direct and intimate. It does not suffice that we procure instructors, build and equip houses. Neither is it enough that only some of the boys and girls of the community attend the school. The future welfare of the community demands that the highest possible per cent of the children of school age should be in the school and for the full annual period. If the public schools are to reach a maximum of efficiency in training and instruction, the children must be afforded facilities for reaching the schools. To do this the route from the home to the schoolhouse door must be one that can be comfortably traveled every day in the year. It was General Grant who once said that the solution of the problem of country life was to be found in good roads and good schools. That great statesman, Charles Sumner, also once said "The road and the schoolmaster are the two most important agencies in the advancement of civilization."

One of the most startling facts brought out by the recent Federal Census was the difference in percentage of attendance upon the public schools in different states. It was found that in Massachusetts, Rhode Island, Connecticut, Ohio, and Indiana, in which states only a little more than one-third of the roads are improved, 77 out of each 100 pupils enrolled, regularly attend the public schools. In Alabama, Mississippi, Arkansas, Georgia, and North Dakota, states having only 1.5 per cent of their roads improved, only 59 out of each hundred attend school. These proportions hold good in every case and when we consider that the improving of but a little more than one-third of the roads of the State makes such a vast difference in the percentage of attendance it becomes a subject of most serious thought. Along with non-attendance goes illiteracy, narrow and selfish thought, weak and unstable patriotism and retarded civilization. The president of the State Board of Education of North Carolina recently said: "To become permanent, all great movements for civic and industrial improvement must begin with the teaching of the children in the school. Nothing is more essential than good roads for increasing the efficiency of our schools. Consolidation and transportation so necessary for larger schools; better houses and equipment; better teachers with better organized, more advanced and more practical courses of study are practically impossible without good roads."

If our National purpose be the elevating of our citizenship to an ever higher and higher plane, the continual advancement of our people morally and intellectually and through these agencies the establishing of a permanency that will be a sure defense for all time; if our National Ideal be the strength of justice, the charity of power, and the friendship of human brotherhood, we must educate and train the mind of the child and through the child the heart and soul and conscience of the man. Good roads will not accomplish all this, but there is no other influence that is so far-reaching and that comes so directly in contact with every phase of our lives, reaching the home and bringing the home into the oneness of community and opening wide the doors of opportunity.

PERTINENT POINTS ABOUT ROADS.

[By IRA O. BAKER, C. E., Dr. Eng'g., Professor of Civil Engineering,
University of Illinois.]

The only reason for taxing everyone to support public schools is that the boys and girls may become efficient citizens. The boys and girls now in school must soon be responsible for the conduct of the schools, the church, and

the other public affairs of the community, and must also bear their share in the government of the township, the county, the State, and the nation. The roads are an important factor in the life of any community; and, therefore, it is appropriate that the boys and girls in the schools should know something about the construction and care of the roads. The public roads, like the air we breathe, are of great importance, although many people have not thought of them as of any considerable public value.

Naturally, the care of the roads devolves upon the men of the community, and hence the boys should be more interested in this phase of the roads than are the girls; although in a larger way, the roads are likely to have a greater indirect influence upon the lives of the girls and women than upon those of the boys and men. Since in a few years boys now in school will be responsible for the building and the care of the roads, they may be interested in hearing about a man who began to study roads while still a small boy in school, and who ultimately became the best known road builder in the world.

MACADAM, THE MOST NOTED ROAD BUILDER.

John L. MacAdam was born in Scotland in 1756, and died in England in 1836. While a small boy at school he built a creditable model of a highway connecting his home town with a neighboring one. When 14 years old he came to New York City to live with an uncle. During the American Revolution he amassed a considerable fortune as an agent (see "American Ships Captured by the British"). When the British evacuated New York City, he returned to England.



FIG. 5. A Public Lawn.

Shortly thereafter he was appointed to supervise the furnishing of supplies to the British navy; and in discharging his official duties he became impressed with the lamentable condition of the English wagon roads. It is said that at that time people starved to death for the lack of agricultural products that lay rotting in the fields of the next county, because of the lack

of roads by which they could be transported to where they were needed. MacAdam saw that in numerous ways the country suffered because of the poor wagon roads, for it must be remembered that at that time there were no steam railroads.

MacAdam conducted a long and extended series of experiments at his own expense to determine the best method of improving the highways. Apparently this was the first scientific study of the problem of road construction. He discovered the limiting effect of the steepest grade, and demonstrated the importance of draining the road; and he proved that a road to



FIG. 6. Earth Road Maintained by a Drag Near Springfield.

carry any considerable traffic at all seasons should have some surface other than earth. He showed how to make a road surface of broken stone, and such a surface has since been called a macadam road. For more than a hundred years the macadam road was accepted throughout the world as the best form of wagon road.

For many years MacAdam devoted all of his time and his private fortune in improving the wagon roads of England and Scotland, greatly to the advantage of these countries. From 1798 to 1814 he traveled 30,000 miles and spent \$25,000, a large fortune in those days, of his own money. Later Parliament voted him \$40,000 to reimburse him for his time and money spent on the roads, and in addition gave him \$10,000. He was offered knighthood, but modestly declined it, as being unworthy of such a great honor.

He continued his efforts to improve the roads until the time of his death, which occurred at the age of 83, while he was on a tour of road inspection.

ADVANTAGES OF GOOD ROADS.

The Advantages Stated. Good roads are so important to the financial, social, and educational well-being of a rural community that no enumeration of their advantages is likely to include all the benefits. The following are some of the principal advantages of good roads.

1. Good roads decrease the cost of transportation—at some seasons of the year considerably, but at others only a little.

2. Good roads permit the cultivation of crops not otherwise marketable. This advantage results in extending the area devoted to the cultivation of fruits and vegetables, and is most effective in the vicinity of a large city.

3. Good roads give a wider choice of time for the marketing of crops. In some instances good roads permit the crops to be marketed when the labor of production is less pressing; but this advantage accrues only to the producers of imperishable crops, and is not of great importance, since the labor required to market such products is small in comparison with that of production.

4. Good roads permit the marketing to be done when the prices are most favorable. This advantage is more important with perishable than with imperishable products. As far as imperishable products are concerned, this advantage is important only near a large city, i. e., where the producer sells directly to the consumer. Prices of staple farm products (not garden products) are not much affected by roads, since the condition of the roads is local, while prices are governed by world-wide conditions. Writers on good-road economics usually greatly overestimate this advantage, as far as the ordinary producer of imperishable products is concerned. If this advantage were anything like as great as is frequently claimed, producers would store such products at the local shipping point, or in the great cities, or at the port of export, awaiting a favorable price. Such storage would also permit the delivery at a time when other work was least pressing. The expense of storage at the local shipping point is a small per cent of the value of the product. It is frequently, but erroneously, claimed that hard roads would save the Illinois farmer 3 to 5 cents per bushel—an amount ten to fifteen times the cost of the storage. Since producers do not so store their products, it is safe to assume that this advantage of good roads as a rule is not very great. The present method of doing business makes this advantage comparatively unimportant.



FIG. 7. Drag at Work Showing Angle Made With the Road.

5. Good roads give a wider choice of the market place. This advantage affects perishable products chiefly.

6. Good roads tend to equalize the produce market between different climatic conditions. Several effects of this will be readily discovered upon reflection.

7. Good roads tend to equalize railroad traffic between the different seasons of the year. Impassable wagon roads over any considerable area materially decrease the amount of agricultural products to be transported by railroads; and a return of good roads will, for a time, congest the railroad

transportation facilities. The effect of good roads in equalizing railroad transportation facilities is partially neutralized by the fact that agricultural products are only one of many classes of commodities transported by the railroads; and also by the fact that most railroads transport agricultural products originating over a considerable area, and bad wagon roads are not likely to occur all over the contributory area at the same time; and further, by the fact that the storage capacity of warehouses helps to equalize the traffic.

8. Good roads tend to equalize mercantile business between different seasons of the year. Merchants having a considerable rural custom could do business more economically if the trade were distributed uniformly throughout the year. However, the succession of good and bad wagon roads is only one cause of the unequal distribution of rural patronage.

9. Good roads permit more easy intercourse between the members of rural communities, and also between rural and urban populations. This is an important benefit, particularly in a republican form of government. It tends to increase the intelligence and stability of the rural community. There are various phases of this topic that are worthy of consideration; but space does not permit greater elaboration.

10. Good roads facilitate the consolidation of rural schools, and thereby increase their economy and efficiency. This is an important matter to coming generations, particularly of agricultural communities; but space does not permit a detailed consideration here. However, in passing, it is significant in this connection to remember that about one-third of the population of this country are engaged in agriculture, that is, about one-third of our people are required to produce food for the other two-thirds. If the food producers are not efficient, and do not make the best use of the land, and do not prevent the soil from deteriorating, the time will come comparatively soon, perhaps in a generation, when some of our people will go hungry because the soil does not produce enough food to feed them. A little study will show then that it is of vital importance that the rural community shall be intelligent and efficient; and hence anything that helps to produce this effect is in itself very important.

11. Good roads facilitate rural mail delivery, and thereby tend to improve the social and intellectual conditions of the rural population.

12. Good roads sometimes change rural into suburban property and sometimes are a material factor in inducing tourist travel and securing vacation residents.

The Advantages Discussed. Notice that nothing is said in the preceding enumeration of the increase in the value of farm land due to road improvement. It is customary to include the increase in the price of farming land as one of the benefits of good roads; but the increase in price of land is simply the measure of the value of all the above advantages, and hence it should not itself be included as one of the advantages. This is a good example of the fact that it is more difficult to discriminate between truth and error in discussing questions of economics or government than in the problems presented in arithmetic or algebra, or in those occurring in chemistry or physics. This then is a reason why the future citizen should discuss the economic, social and governmental questions relating to the roads.

The boys and girls, particularly those in the rural schools, should consider the effect of each of the preceding advantages of good roads upon the individual farmer or citizen and also upon the community as a whole. Several of these items could profitably be made the subject of a half-hour's debate in school; for while all will admit the truth of the benefit as stated, not all will grant that the advantage justifies the expense necessary to secure the benefit.

Notice that the first eight advantages mentioned above relate to the financial benefits of good roads, and the last four to the social benefits. In the past, writers upon good road economics have given much attention to the supposed financial benefits of good roads and little or none to the social advantages. Good roads certainly do have some financial value; but there is a sharp difference of opinion as to whether the financial advantages of better roads are worth their cost.

Suggestions for a Debate. A debate upon this subject, if announced a week in advance, would, from several points of view, be both interesting and instructive. Pupils may be assigned to present one or the other of the opposing views, or they may take sides according to their own preferences.

Again, an interesting subject of debate would be: "Do the social advantages of good roads justify any material improvement in the roads of the local community?" The affirmative side would elaborate items 9, 10 and 11; while the negative side would explain the cost in time and money required to improve the present roads.

A Travel Census. It would be interesting and instructive for the pupils to take a census of road travel. The record might include only the number of wagons, buggies and automobiles going by the schoolhouse during school hours, or from 7 a. m. until 7 p. m., or during any other interval. Again, the record might classify the travel as empty, 2-horse wagons, loaded 2-horse wagons, 1-horse buggies, 2-horse carriages, automobiles, motorcycles, bicycles and equestrians. Or the record might include only the travelers, and perhaps classify them according to whether they seemed to be traveling on business for social purposes. It is claimed by some that the roads are used much more for social purposes than for business; but there have not been sufficient observations to establish any trustworthy general conclusion. The census may be taken by a single person, or several may cooperate. For example, one pupil may record the number of vehicles, classifying them as suggested above, while another may record the number of persons. Again, one pupil or team of pupils may take the observations for one hour, and

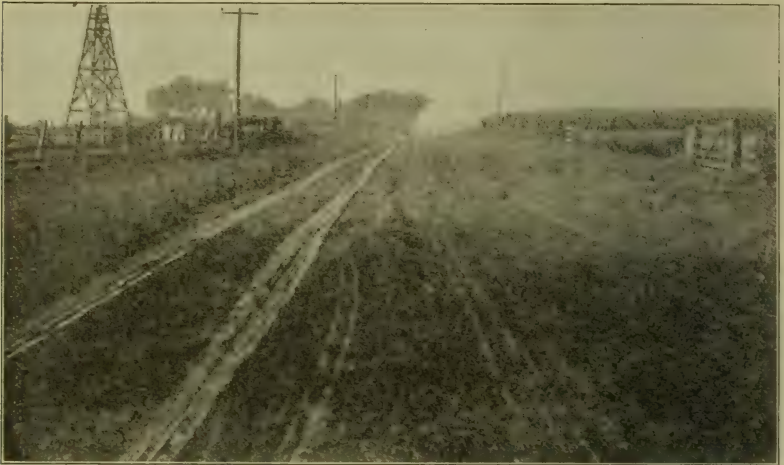


Fig. 8. A Dragged Earth Road With Row of Loose Material at Center.

others for the next hour, who in turn are followed by others and so on throughout the day. Some pupils may take the record on the road by the side of the schoolhouse and others on the road in front of it. Further, the observations may be made at the schoolhouse or at the home of a pupil. The record should show the date, and the time of beginning and closing; the road upon which the travel was observed; and the observer's name. The census can easily be taken by ruling a sheet of paper into several wide columns, and placing at the head of each column one of the classes into which it is proposed to divide the travel. For example, at the head of the first column put "empty 2-horse wagons" in the second "loaded 2-horse wagons," and similarly for the other classes; and then as a particular vehicle goes by, put a mark in the proper column. We in this country very greatly need information about the use that is made of our roads. Only a very few such observations have been made in the United States.

PRINCIPLES OF ROAD CONSTRUCTION.

There are not many principles of road location or building to which it would be wise to invite the attention of boys and girls. The following are a few of the simpler principles:

1. *Alignment.* The straighter the road, the shorter it is; and hence the more economical it is in use. If to make the road more nearly straight or shorter, it is necessary to build a bridge or cut down a hill, the increased cost of construction may more than overbalance the greater economical use of the shorter road. If the annual interest on the increased cost of construction is more than the annual saving in cost of transportation, then the straightening or shortening is not justifiable.

2. *Grades.* Cutting down hills increases the size of the load that may be hauled over the road with a particular team; but the cost of cutting down the hill may more than balance the saving in hauling the larger loads.

3. *Drainage.* Whatever the surface of the traveled way, the road should be thoroughly drained, for water is the enemy of all forms of roads, and particularly of an earth road. A perfectly drained road will have three systems of drainage, each of which must receive special attention if the best results are to be obtained. This is true whether the trackway be brick, concrete, broken stone, gravel, or earth; and is is emphatically true if it is earth. The three systems of drainage are: Underdrainage, side ditches and surface drainage.

Underdrainage is important. A soil in which the water in the ground stands at any season of the year within four or five feet of the surface will be benefited by drainage; that is, if the soil does not have a natural underdrainage, it will be improved for road purposes by artificial subsurface drainage. It is the universal observation that roads in low places, which are underdrained dry out sooner than undrained roads on high land. Underdrained roads never get as bad as do those not so drained. Underdrainage without grading is better than grading without drainage; and, in general, it may be said that there is no way in which road taxes can be spent to better advantage than in subsurface drainage. Further, underdrainage costs nothing for maintenance and is the very best preparation for a gravel or stone road.

The side ditches are to receive the water from the surface of the traveled way, and should carry it rapidly and entirely away from the roadside. They are useful, also, to intercept and carry off water that would otherwise flow from the side hills upon the road. Ordinarily they need not be deep; but, if possible, they should have a broad, flaring side toward the traveled way, to prevent accident if a vehicle should be crowded to the extreme side of the roadway. The outside bank should be flat enough to prevent caving. A deep, narrow ditch is expensive to maintain, since it is easily obstructed by the caving banks, by weeds, and by floating trash. Fortunately, the shallow ditch is easier and cheaper to construct and also to maintain. If it is necessary to carry water along the side of the road through a rise in the ground, it is much better to lay a line of tile and nearly fill the ditch, than to attempt to maintain a deep and narrow ditch.

Surface drainage of a road is provided for by making the surface of the road crowning and keeping it smooth. Water upon the surface of the road can not be carried away by the underdrains, since the water can reach them only after it has penetrated and softened the road surface. The slope from the center to the side should be enough to carry the water freely and quickly to the side ditch; and if the surface is kept free from ruts and holes, less crown will suffice than if no attention is given to keeping the surface smooth. If there is not enough crown, the water can not easily reach the side ditches; and hence the road soon becomes water-soaked. The slope from the center to the side should be at least half an inch to a foot, or 1 foot in 24 feet; and it should not be more than 1 inch to a foot, or 1 foot in 12 feet. If the surface is well cared for, the former is better than the latter; but in no case is it wise to exceed the latter slope. The crown should be greater on steep grades than on the more level portions, since on the grade the line of steepest descent is not perpendicular to the length of the road, and consequently the water in getting from the center of the road to the side

ditches travels obliquely or perhaps squarely down the road, and is likely to wash the surface.

SECTIONS FOR EARTH ROADS

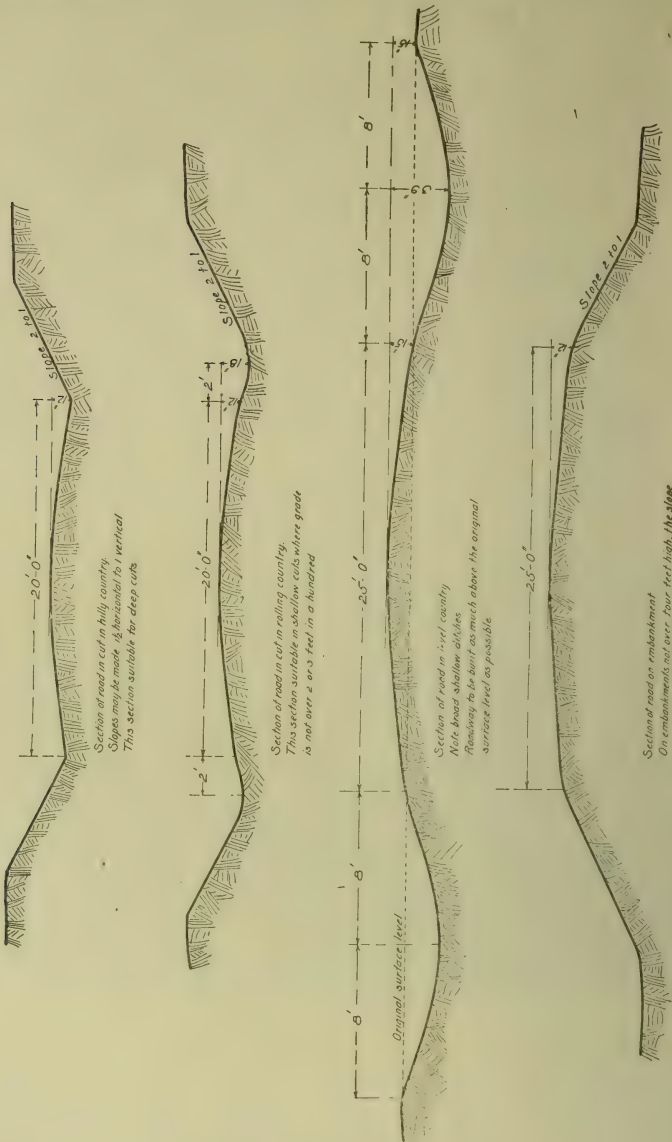


Fig. 9. Cross Section for Earth Roads.

METHODS OF ROAD MAINTENANCE.

Definition of Maintenance. Maintenance is the keeping of the road in good condition. A distinction should be made between maintaining and repairing. The former keeps the road always in good condition, the latter makes it so only occasionally. If the road is not properly maintained, it deteriorates very rapidly. A small depression fills with water, and soon becomes a mudhole which traffic makes deeper and deeper; or an obstructed side ditch forces the water to run down the center of the road and gully out the surface. A defect which could be remedied in the beginning with a

shovelful of earth or a minute's time, if neglected may require a wagonload of earth or an hour's time, besides being in the meantime an annoyance or a damage to travel. The better the state in which a road is kept, the less are the injuries to it by ordinary travel and by the weather.

Things to be Done. The maintenance of any road, and particularly of an earth road, requires that each of the following items shall be carefully and thoroughly attended to.

1. *The surface* must be kept crowned and smooth, so that the water will quickly flow to the side ditches.

2. *The side ditches* must be kept free from obstructions, such as weeds, straw, brush, etc.; and no water must be allowed to stand in the ditches.

3. *The inlets* to the underdrains and the outlets should be kept open.

4. *The road sides* should be mowed to destroy the weeds and improve the appearance.

5. *The steel work* of bridges should be kept well painted to prevent their becoming weak through rusting. The wood floors of bridges and the wood tops of culverts should be kept in good repair to prevent accidents to horses' legs. The earth should be kept filled up at the end of bridges and at the sides of culverts, to insure the safety and comfort of rapidly moving vehicles.

6. *The guideboards* should be kept in good repair.

Each of the above items is worthy of more full consideration; but there is space here to consider only the first one.



FIG. 10. Form of Drag Suitable for Sticky Soils.

Care of the Surface. The most important work in maintaining an earth road is to keep the surface smooth so that the rain water will flow quickly into the side ditches. If the surface of the roadway is properly formed and kept smooth, the water will be shed into the side ditches and do comparatively little harm; but if it remains upon the surface, it will be absorbed and convert the road into mud. If all ruts, depressions and mudholes are not filled as soon as they appear, they will retain the water upon the surface, to be removed only by gradually soaking into the roadbed and by slowly evaporating, and each passing wheel or hoof will help destroy the road.

There are several machines or devices which are very effective in filling ruts and depressions and in keeping the surface smooth; but the simplest,

the cheapest, and the best is the road drag. A common form of road drag is shown in Figure 10 on page 28. The drag is sometimes made of the two halves of a split log, and is then called a split-log drag; and sometimes it is made of planks, and is then called the plank drag.

Theory of the Road Drag. The road drag is designed to do three things, viz., (1) smooth the surface by paring off the high places and filling up the low spots; (2) move a little earth toward the center of the road to compensate for the wash of the water in reducing the crown; and (3) harden



FIG. 11. Home-made Split Log Drag at Work.

the surface by dragging it when wet. To accomplish the first purpose, the cutting edge must make an angle of about 45 degrees with the line of draft, so that the earth that is pared from the high places will drift along in front of the cutting blade and fill up the low spots. To secure the second object, the front end of the cutting edge should be toward the outside of the traveled way, so the drifted earth will be moved toward the center of the trackway. To accomplish the third purpose, the road should be dragged when it is quite wet. Working the soil when it is wet, puddles it; and then when it dries it is hard and nearly waterproof. Under favorable conditions each successive dragging adds a thin layer of tough and impervious material; and consequently the frequent dragging of an earth road builds up a crust that does not easily become muddy.

Rules for Dragging. The following rules should be observed in dragging earth roads:

1. Remove all loose stones from the road before dragging it.
2. The depth of cutting may be regulated by the length of the hitch chain. A short chain causes an uplift, and hence a lighter cut; and vice versa, a long hitch causes less uplift, and hence a deeper cut. The depth of cut can also be varied by the driver moving forward or backward on the drag, or even by inclining his body.
3. The driver should stand upon the drag, and be ready to shift his position as the circumstances demand. If an unusually soft portion of the road is encountered, it may be best for the driver to walk.
4. Drive the team in a walk.
5. Drive a horse on each side of the right-hand wheel track, with the front end of the cutting edge on the outside of the traveled way, and proceed

to the end of the portion of the road to be dragged; and then on the return do similarly for the other wheel track. Of course, if the traveled way is wide, it may be necessary to make more than one round trip.

6. The best time to use the drag is when the road is drying out, while it cuts easily, and is damp or wet enough to puddle; but the soil should not be so sticky as to cling to the cutting edges of the drag.

7. Do not move too much earth toward the center of the road. There are two reasons for this rule. First, it is important to keep the road surface as hard as possible, and hence no more earth should be loosened than just enough to make the surface smooth. An excess of loose earth will make the road dusty in dry weather and muddy in wet weather. Second, only enough earth should be moved toward the center to counteract the effect of the rain in reducing the crown. An excess crown will concentrate travel at the center and cause deep ruts to form, which will hold water and make mud. If the crown becomes too high, drag it once or twice in such a way as to work the soil away from the center.

8. By hitching the team close to the front end of the drag, the blade will cut like a plow; and the machine can then be used to remove weeds or deepen the side ditch. With this hitch, the driver should stand near the forward end of the blade, and should throw his weight forward or backward as the work may require. Care must be taken that the entire drag is not tipped over forward. When weeds clog the cutting edge, they can be removed by the driver's shifting his weight to the rear end of the cutting edge.

9. The road should be dragged after it has been roughened by being used when muddy; but the dragging should not be postponed until the soil has ceased to be mellow and easily moved. It is a waste of time to postpone the dragging until the road has become dry and hard.

10. The most effective time to drag a road is in the spring immediately after the frost is out.

11. If the roadway is very rough and contains many deep ruts and holes, it may be best to drag it when it is quite slushy. In this case a lapped-plank smoother, or slicker, or clod-smasher is better than the split-log or plank drag. The hitch to the clod smasher should be such that the outer end of the machine is a little ahead, so as to fill up the holes and ruts.

12. If a slushy road is dragged or smoothed just before freezing weather, the surface will freeze and make a fine, smooth, hard road.

CONSTRUCTION AND MAINTENANCE OF EARTH ROADS.

[H. E. BILGER, Road Engineer Illinois State Highway Department, Springfield, Illinois.]

Within the last ten or fifteen years there has grown up a very wide and general interest in road improvement on the part of a large portion of the tax-paying public. It is not necessary to mention all of the causes that have given rise to this interest in better roads, but the most important two of these causes might be mentioned.

Economic and Social Advantages of Good Roads. In the first place, the rural inhabitants have come to realize as never before that their advancement, both economic and social, depends largely upon the condition of the public roads. It has long been known that good road conditions are a direct means of saving money for the farmer. This saving is made in many ways. Better roads enable the farmer to market his produce at a lower hauling cost because of the great load that he is able to take. In addition to this a distinct advantage lies in being able to market the farm product just at the time when prices are the highest, but this can not be done if the marketing of the product is dependent upon the condition of the roads. As a matter of fact, the entire business of farming is so dependent upon the uncertainties of weather conditions that it can not afford to be further handicapped by the uncertainties of road conditions.

As for the social advancement made possibly by better roads, it is difficult to estimate its value. In fact, all social development, whether it be physical, religious, or intellectual, is somewhat dependent upon the condition of

the public roads. The efficiency with which the rural school problem alone can be worked out is necessarily dependent largely upon there being brought about better road conditions. As these conditions are improved from time to time, the larger consolidated school will become still more practicable to the end that educational advantages in the country will equal those in the city. Without these better road conditions, communication between the home and the consolidated school is hardly possible, and consequently, the educational system will need to be continued by the use of a large number of isolated schools.

Influence of Automobile. The automobile also has been the means of creating interest in better roads. The arrival of the automobile upon our public highways marks a distinct step forward in travel facilities. Before the day of the automobile, the condition of the public roads was reasonably well adjusted to the speed of the vehicles using the roads. That is, the roads were reasonably safe for a speed up to some 8 or 9 miles per hour, which was about all that could be made with a horse-drawn vehicle. With the arrival of the automobile, however, we place upon these same roads a machine that travels from 20 to 40 miles per hour, whereas the roads themselves were never intended for a speed of more than 8 to 9 miles per hour. A steam or electric railroad train, in order to attain a speed of 30 miles per hour must have a perfectly smooth steel rail to run upon, but the automobile is suddenly placed upon the rough public highway and is expected to reach this speed with entire safety.

Since the automobile has come into such general use for both pleasure and commercial purposes, is it any wonder that there is such a general demand for highway improvement? The truth of the matter is that the design of the vehicle is now a great many years beyond the design of the road upon which this vehicle must run. Under these conditions, there can not result anything but an unceasing agitation for better roads, until the condition of the roads is properly adjusted to the speed of the vehicle. The result of this condition is that interest in road improvement is no longer confined to just a few selected pieces of roads, but rather, it is concerned with the improvement of all of the roads in practically every community of the country.

Advantages of Earth Roads Over Other Types. Many types of road have become recognized, depending upon the materials employed in their construction. There is a proper place in Illinois for each of these types, but the earth road by all odds enjoys the privilege of being applicable for a far greater mileage than all of the other types combined.

Each of the several types of roads has a limit to the condition in which it can be kept, even though given proper maintenance. The earth road, for example, can not by any system of maintenance be kept up throughout the entire year to the usual standard of the other types. In other words, there is a limit as to what should be expected of the earth road during wet weather. If it were possible to stop all traffic on the earth road during wet weather, then we could very easily keep the road smooth enough to shed immediately into the side ditches practically all of the rain that would fall upon the road. This diversion of the traffic can not be accomplished, for the public use the road even while rain is falling on it. The use of the road in a wet and softened condition is what causes the trouble. We must keep in mind, then, that there is no amount of maintenance on earth roads that would enable them to hold up in wet weather as well as the macadam or gravel road. Satisfactory results can be accomplished, however, with the earth road.

The earth road has features that are not possessed in common by the other types. In the first place, under the conditions where the earth road is the suitable type, its total cost for construction and maintenance is less than that of any other type. In dry weather and when it is not too dusty, the properly constructed and maintained earth road is by far more pleasant and more satisfactory to travel upon than any other road. With neglected maintenance, however, no other type of road can go to pieces and become impassable so quickly as an earth road. Nor, on the other hand, can any other type be brought to a satisfactory condition for travel so quickly and so cheaply as can the earth road after having been impassable. From these peculiar features, it will be noted that practically the entire problem with

earth roads is their proper drainage and systematic maintenance. The earth road is simpler and more easily built than other roads; and consequently, its construction is more nearly in harmony with conditions in rural territory than that of other types of roads. There are no hidden secrets about either the construction or the maintenance of earth roads, for all that is required is a little judgment in the construction and faithful work in the maintenance.

In the State of Illinois there are in round numbers 95,000 miles of public highway aside from those in incorporated villages and cities. Of these 95,000 miles only about 10,000 miles have ever been improved with any kind of a hard surface, such as gravel, macadam, concrete, brick, etc. The remaining 85,000 miles are simply what is known as ordinary earth roads and by far the greater portion of these earth roads have never yet been properly graded or drained, and consequently, have never been maintained in a proper condition for travel. The opportunity for bettering our road conditions by properly improving the earth roads is almost beyond our imagination.

CONSTRUCTION OF EARTH ROADS.

Location of the Road. It is often said that in building a good earth road, the real problem to solve is the problem of drainage. While this is largely true, yet it must be kept in mind that in order to solve this problem of drainage it is necessary that the road be built according to methods that have become established by many years of experience. The first step to be taken, then, is to see that the road is properly located before any work whatever is done toward its further improvement.

There are a great many ways in which a road can be so poorly located that no reasonable amount of money spent upon it, without changing its location, could make it what might be called a satisfactory earth road. For example, instead of going around the side of a hill at a somewhat increase of length, the road may be located directly up and over the hill on such a steep grade as to make the road of little real use to the people. In order to reduce this grade by making a heavy cut at the top of the hill and then using the excavated material for filling at the foot of the hill, it might be necessary to spend a great deal more money than would be required to purchase the necessary land and build an entirely new road around the side of the hill. In a case of this kind, the old road is poorly located and should be changed before any attempt is made to improve the surface of the road.

As another example, the road may be crossing a low bottom land which is drained by a very winding stream. Even within a short distance the road may cross the stream several times, and require at each crossing a bridge which must be maintained after it is built. It is very often the case that a relocation of the road can be made that will reduce the number of bridges, and at the same time place the road upon higher ground which usually means better opportunities for drainage.

As still another example, a road may be winding along close to a stream that washes its banks out wider each year and thereby encroaches upon the road. Instead of attempting to protect the banks of a large stream against wash, in order to save the road, it is usually better to relocate it and get away entirely from the scouring action of the stream. When we consider for a moment that the only really permanent part of a road is its location, we at once see how important it is that the location be good. If the location is poor and a costly improvement is made upon the road, the location remains poor for practically all time to come. On the other hand, if the location is made right at the beginning, it will remain right for all time and will always be the means of making the maintenance of the road possible at a very small expense. It is seen from this that the proper location of a road is the first matter to be considered in connection with its improvement.

Establishing the Grade Line. After the road is well located, the next step is to see that the grading is done so as to raise all of the low places high enough for good drainage, and also to lower all of the high places a sufficient amount to provide a grade that with ordinary care can be kept satisfactory for traffic. It will be found at many culverts and bridges that the road should be raised anywhere from one to three or four feet in order to provide good drainage. It will also be found that at the top of the hill a cut should be made

several feet in depth which would provide a much easier grade for the hill, as well as furnish the material to make the fills in the low places.

The grade of a road is often spoken of as being an easy grade or a heavy or steep grade. While these terms have no exact meaning, yet in each local neighborhood there is a fairly common understanding as to the idea in mind when the terms are used. Among road builders, the grade of a road is spoken of as a certain per cent; that is, a 4 per cent grade is one in which the vertical rise or fall in a 100 foot horizontal length of road is 4 feet. Likewise, a 12 per cent grade is one in which the vertical rise or fall in a 100 foot horizontal length of road is 12 feet. By expressing the grade of a road as a certain per cent, we are enabled to study the problem more thoroughly.

The grade that an earth road should have depends upon a great many different factors, such as the character of the soil with respect to its tendency to wash, the general topography of the surrounding country, the money available for the proposed improvement, etc. If the soil is of a loose or sandy character that would give it a tendency to wash or scour, it would prove very expensive to maintain satisfactorily an earth road that has a grade steeper than 4 per cent. On the other hand, if the soil is of a very dense and impervious character, earth roads can often be well maintained on grades as steep as 7 or 8 per cent. As for the other limits of the per cent of grade, there is no objection to a road being perfectly level, providing water does not stand in the side ditches.

Cross Section of the Road. By the cross section of the road we refer to the width, the depth, and the slope, of the parts of the road which all taken together make up the space between the fences, usually from 40 to 60 feet.

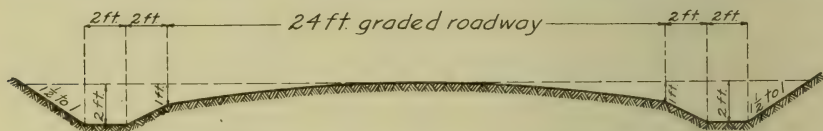


FIG. 12. Typical Cross Section of Earth Roads.

Thus by Figure 12 it will be seen that the graded roadway is 24 feet wide; the side ditches are 2 feet wide at the bottom, and the bottom is 2 feet lower than the crown of the roadway. Since the roadway at the middle is 12 inches higher than at the edges, we say the crown is 12 inches, or 1 inch to the foot, because it rises 1 inch in height for each foot of width. The outside banks of the ditches slope at the rate of $1\frac{1}{2}$ feet horizontal for every foot vertical because ordinary soil will not stand at a steeper slope than this. On the inside banks the slope is 2 to 1, not being so steep as a matter of safety for the traveler. Of the 24-foot width of graded roadway, a strip along each side is merely for the protection of the traveler, and only some 12 to 18 feet is actually used by the traffic. This strip that is so used is called the traveled way, and the remaining part of the roadway is known as the shoulders.

The proper cross section to use for an earth road varies between wide limits, depending principally upon the amount of travel on the road, the money available, the character of the soil, etc. On the principal roads of the counties of Illinois, the total width of the graded roadway can properly vary all the way from 30 feet down to about 20 feet. In the lesser developed counties, a 20-foot graded roadway is a great deal more satisfactory than is the 30-foot roadway in the richest counties. For the principal roads of the least developed counties, it would not be advisable to have a graded roadway less than 20 feet wide. On high embankments two vehicles can not pass safely on a width less than 20 feet, nor can good drainage be provided in cuts where the roadway is less than 20 feet. For the third-class roads, and even for some of the second-class ones of the least developed counties, a roadway of 18 feet will satisfactorily answer the purpose for many years to come. In most of the counties of Central and Northern Illinois, however, the amount of traffic is such as to require that the graded roadway be from about 25 to 30 feet in width for the main traveled roads.

Constructing Embankments. In constructing embankments, commonly known as making fills, material that is subject to decay sooner or later

should not be used. That is, all vegetable matter, such as stumps, logs, brush, clods of grass, sod and the like, should not be used in the work. If this material is used, it will rot in a short time and cause the fill to settle and make depressions in the surface of the road. Only rock, sand, clay, loam or the like material should be used in making fills. The material should be placed in horizontal layers of about 1 foot in thickness across the total width of the embankment, rather than to attempt to build the embankment to full height at one point and then bring another point up to this same height. If the material is deposited in horizontal layers, the embankment will settle much more uniformly and there will be provided a good road surface in a much shorter time than would otherwise be the case.

It is necessary that fills be made somewhat higher than is finally wanted. The reason for this is that when earth is excavated and deposited some place, it will in a short time occupy a smaller volume than it did in its original position. When ordinary earth is used to make a fill, it is customary practice to build the fill about 10 per cent higher than is actually desired. That is, if a fill 10 feet in height is required the fill as actually built would be 11 feet high but within a short time after having become saturated with water, it would shrink back to the height of only 10 feet.

Underdraining the Road. In some cases satisfactory drainage of a road can not be had merely by building the road to the proper location and cross section. When a road is built along the side of a hill, through a cut, or across a low bottom land, there is often under ground water to be cared for. If the water comes closer than about three feet to the surface of the road, it is necessary to drain it to a lower level by means of some kind of a drain placed in the ground either under the middle of the road or under one or both side ditches. When the road is on the side of a hill and underground water exists, a drain should be placed under the ditch so as to cut off the seepage of water from the hill before it reaches the roadway. In cuts it is often necessary, when the roadway is quite wide, to place a drain under each side ditch, though under ordinary conditions a drain under one of the ditches will solve the problem.

These drains should usually be made of tile with open joints so as to let the water enter. Where there is plenty of gravel, rock, cinders, or similar porous material, the drain can be made merely by placing in the excavated trench a 6- or 8-inch depth of this material. The remaining depth of the trench can then be backfilled with the earth that was taken out. The underground water will find its way out through the open spaces of the gravel, rock, etc. Porous material that is coarse, say larger than 2 inches, will give better results than finer material which would more easily be clogged up by the soil above it.

Underdrains are often built by the use of logs, brush, large round or flat stones, etc., but the logs and brush rot away in time and then the work is to be done over again. They serve as a temporary relief, however, and at a small cost which makes their use attractive. Underdrains may be called permanent improvements, and while nothing appears on the road to show the work and money they cost, yet where needed, they give greater results per dollar spent than most other kinds of road work.

MAINTENANCE OF EARTH ROADS.

The maintenance of earth roads simply means their upkeep; in other words, keeping the *condition* of the roads up to such a standard as to satisfy the requirements of public travel, no matter whether this travel is for pleasure or for commercial purposes. A public road is for the free use of the traveling public for any reasonable purpose, and consequently, it can properly be expected and demanded that the condition of the road, that is, its fitness for all ordinary use, be maintained at the proper standard.

From the fact that any highway has been considered such an important one as to receive the attention and expenditure necessary to make it a modern earth road, it is evident that the proper maintenance of this road is no less important than was its proper construction. Once the road is properly built, there remains no choice about the fact of maintaining it, for this obligation upon the road officials is a moral as well as a legal one. All roads need to be maintained, whether built of earth, gravel, macadam, con-

crete, brick or granite, so it is no discredit to the earth road to be found in a poor condition for travel when maintenance is neglected, for all other roads share the same fate.

Earth road maintenance consists first, of keeping the weeds and other growths cut down; second, keeping the side ditches and culverts open; and third, keeping the traveled way dry, smooth and hard. Part of this work can be done easily enough, but to keep the traveled way dry, smooth and hard at all times throughout the 12 months of the year is almost out of the question with the prevailing Illinois soils. However, so much can be done along this line as to fully warrant the small expense necessary to do it.



FIG. 13. Unimproved Earth Road Near Galva.

Cutting Weeds. The growth of weeds along the sides of a road is very objectionable for two reasons: First, it interferes seriously with the surface drainage of the road; and second, where the road is not perfectly straight, it obstructs the view of the traveler, which is very important in these days of the automobile.

Weeds prevent the ready flow of water from the road surface into the side ditches, and then again from these ditches into the natural drainage channels, such as brooks, creeks, etc. The free flow of water is checked by the very space taken up by these growths, but more so by the accumulation of leaves, sticks and rubbish that is usually present where the growths are not kept cut close to the ground.

These leaves and sticks form little dams on the road surface and in the ditches, until the accumulated water softens the traveled way, which the traffic soon puddles into mud. All this is caused chiefly by the presence of water. As a great help toward keeping the road dry by allowing the surface water to run off freely, all these growths should be kept cut short, and especially during the season of the year when the rainfall is greatest. By attending to this simple matter first, it then becomes possible to keep the ditches and culverts open, and to work toward providing that dry, smooth, and hard traveled way the public is looking for.

Keeping Side Ditches and Culverts Open. Next in order, the side ditches and culverts must be kept clear and open so as to allow the ready escape of all water from the roadway. Some of these ditches in a loose or sandy soil or on a steep grade will wash out deeper and carry the soil, along with

other material, to the foot of the hill or grade where it is deposited and often clogs up the culverts in the road. Most ditches, however, tend to fill up rather than to wash deeper. This filling is usually caused by the banks of the ditches caving in after having been softened by water. Whatever the causes may be, the larger part of it can be avoided by having the road properly built in the first place, but there may be expected a certain amount of this ditch filling and it must be cared for. The remedy is to clean out the ditches from time to time with hand tools, drag scrapers, or a light grader until their width and depth are the same as when they were first made.

Keeping the Traveled Way Smooth and Hard. To keep the traveled way dry, smooth and hard at all times is a task that can not be entirely accomplished, for man has no control over the rainfall or over the use of the road when it is softened with water. There are so few weeks, however, in the entire year when the earth road can not be properly maintained, that we may well overlook this very wet period for the use of a good road at all other times.

To keep a road smooth and hard the water must be shed at once from the road surface. If this is not done, the standing water will soften the road and then the first vehicle that comes along will leave a rut to hold still more water. To shed this water, the crown of the average earth road positively must be kept at about 1 inch to the foot; that is, if the graded roadway is 24 feet wide, then the crown should be 12 inches, meaning that the surface of the roadway at the middle should be 12 inches higher than it is at the edges. This crown or cross slope of 1 inch to the foot is enough to shed the water quickly and yet is not so much as to interfere with the traffic.

THE ROAD DRAG.

Thus far there has not been found any device that will keep the surface of an earth road smooth at so small a cost as the road drag, one form of which is shown in Figure 11. The drag need not be used when the road is dry, but it must be used when the road is moderately wet if good results are to be obtained. The purpose of the drag is to slick off the surface of the road into a smooth sheet by scraping the higher parts of soft mud into the holes and ruts, and thereby crowding the water on the road over into the side ditches. To crowd all the water out of the holes and ruts it is necessary that they be completely filled, which can be done only with a mud that is quite soft. From this it will be seen why the road should be dragged when wet and plastic, but not when it is very muddy.

In addition the drag preserves the crown by bringing to the middle of the road at each trip a small amount of the wet earth to replace what is always being lost by the action of the traffic. The drag should be pulled down one side of the road and back on the other while at an angle of about 45 degrees with the road, so as to scrape a small amount of the wet earth from each side toward the middle. Immediately after each rain of any importance the road should be dragged in order to have it dry out and become hard while the surface is smooth rather than full of holes and ruts. With the faithful use of the drag, there is no reason why there can not be in every community good earth roads that will link together every farm with the city, and all the farms with one another.

ROADSIDE IMPROVEMENT.

[By I. D. ALLISON, B. S., Associate in Landscape Extension, College of Agriculture, University of Illinois.]

In improving Illinois roads, necessity demands first of all, a good roadbed. Millions of dollars are spent annually on making roads passable during unseasonable weather, and great success is being achieved in this direction. That there is more to our country highways than the roadbed is recognized by farsighted individuals who realize that a road good to travel upon has an added virtue if it is made good to look upon. Since hard roads have become common in Illinois, frequent requests have come to the Division of Landscape Extension at the University of Illinois for a scheme or plan of beautifying some of these valuable and highly-prized pieces of public property. Other public properties such as parks, streets, courthouse and school grounds have long demanded landscape treatment; but that our ordinary country roads

possessed possibilities in this direction has scarcely been recognized until within the past two or three years, when the organization of our State Highway Commission and the investment of large sums of money in road improvements called attention to roadside conditions.

Illinois roads vary greatly in their character, from the winding, woodland trail enclosed by a wild tangle of native shrub, vine and tree growth, and our picturesque "bluff line" roads along the Mississippi and Illinois Rivers where a conscious attempt at improvement by man would be a desecration—to the broad, boundless, treeless prairie road of the Illinois corn belt, where the lone shrub or tree stands out as an oasis in a desert. Obviously any general recommendations on roadside improvement in Illinois must be very general indeed when we consider these various types of roadways. In the timbered sections the problem is one of preservation and conservation; and truly it is no less a problem, requiring immediate attention, than the planting of our treeless plains. Good roads, wherever we find them, need the benefit of a competent landscape gardener's advice; and we hope the time will soon come when this heritage of the people of Illinois will be adequately provided for through the employment of a competent landscape gardener on the staff of the State Highway Commission.

The public as a whole has laid little claim to its roadsides. Originally endowed with a width of 66 feet by the early surveys, country roads may now, on petition of a majority of the landowners along the line of said road, be reduced in width to 40 feet—a distance scarcely wide enough for constructive purposes. From an economic standpoint, there is no doubt that any area beyond that necessary for roadbed and drainage might far better be devoted to profitable field crops than to the propagation and dissemination of button-weed and cocklebur. If the roadsides can be put to no better use than the harboring of weeds and insects destructive to crops, they had far better be turned into the adjacent fields.



FIG. 14. Planting at a Bridge.

Neglect in rather an extreme form has taken possession of these strips of public property, because public pride has not been aroused and stimulated to the possibilities latent in their proper improvement. Rather are they looked upon as necessarily unsightly evils, a public burden, and the washing banks and dangerous ditches, rough and weedy, are often made the public dumping ground. That something should be done to give our public highways a better setting is self-evident.

POSSIBLE IMPROVEMENT.

The first step in a logical campaign for the improvement of our country roadsides is not the advocacy of extensive, park-like planting, at an expendi-

ture of several hundred dollars per mile. Although the results would be most pleasing, it will be a number of years before the public will be willing and able to finance such an extensive undertaking; and with our present facilities, the scheme would fail for lack of proper maintenance. Enthusiasts in roadside planting are apt to look upon some form of planting as the "cure-all" for the unsightly conditions along our highways, when in reality the greatest immediate good would come from a determination to "clean up" and employ the old, well-known principle of "neatness first."

Along our open-country roads we usually find a bare, abrupt exposed earth bank left by the road builder. Such banks are ugly and should be disced, smoothed and seeded to some permanent grass such as timothy and clover. It is doubtful, if on our more traveled earth roads we can ever hope to maintain the ideal conditions illustrated in Fig. 5. An approach to such conditions, however, can be made and maintained along the new State aid highways. Every boy and girl in Illinois can aid in accomplishing similar results along his or her particular roadside. Use the disc, the harrow, and the roller, and prepare the land. Ask father or the landlord for the grass seed. It is a small piece of land—not over one or one and a half acres to the mile, on one side of the road. Talk it over with your friends across the road, and decide to have the finest piece of roadside in your township. You will be surprised at the transformation you can produce; and even more surprised at the favorable comment you will hear from those driving by. That such an opportunity is neglected, and such a prominent piece of public property given so little consideration is due to the fact that we have failed to realize the effectiveness and proper value of neat and beautiful outdoor surroundings.

ROADSIDE TREES.

Before we can expect noticeable results in the development of our roadsides we must have some appreciation of a few of the simpler elements which go to make up out-door beauty. That we do not realize the importance of the various elements which go to make up our rural landscape is evidenced by the impelling desire so many show to cut down our fine, old roadside trees. They are looked upon as nuisances, robbing the field of moisture and keeping the roads muddy. When our country people learn to appreciate the value and beauty of a tree and the effects a tree can produce along our prairie roadsides, then, and only then, will we find young trees being planted and properly protected. Figure 4 gives some idea of the effect produced by the conservative use of an occasional tree on our corn belt roadside landscape.

Any form of roadside planting must have a harmonious relation to the character of the country through which the road passes. On the open prairie we must maintain that feeling of breadth and bigness which is given only by the broad, level expanse of country. Too many trees and shrubs would tend to produce a "shut-in" effect as well as be antagonistic to the high type of agriculture necessary on high-priced land. A pair of trees every 80 rods, one on each side of the road, or alternating at 40-rod intervals, would give a pronounced accent to an otherwise unbroken horizon line and also serve as a pleasant relief from the monotony of the ever-present telephone line. For this purpose no trees are better for general planting throughout the corn belt than the high, open-headed elm and sycamore. High-headed, well-shaped young trees not over two inches in diameter should be planted. Excellent stock can be purchased from reliable nurseries for one dollar per tree, and it usually pays to buy nursery-grown trees rather than to attempt to transplant from the woods. The soil should be deeply spaded, and if it is an uncongenial claybank, some rich, black earth should be hauled in to give the young tree a good start. Plant the tree a few feet out from the fence and protect it with a substantial guard. Keep the ground well cultivated, or better yet, supply a heavy mulch of mown grass over a radius of 3 or 4 feet, taking care to keep the mulch away from the trunk of the tree.

The planting alone is not all that is needed. If the trees are to amount to anything they must receive some care for the first few years. Do not expect a young tree brought from a highly cultivated, well-fertilized nursery to continue to do well when planted on a high, dry, hard bank and left to compete with weeds, grass and hedge. Rarely do we find a young tree set out along our country roadsides. Let us help to develop a greater appreciation of good trees properly located.

ROADSIDE SHRUBS.

While trees will always figure most prominently in any scheme of artificial planting along our country roads, there are many valuable shrubs well adapted for this purpose, because of different effects which may be produced by their varied use and also because of their early maturity. The shrubs most suitable for roadside use are not the refined horticultural varieties which we prize so highly in our dooryards, but rather the wild or native sorts which have a more rugged, open character of growth. Of this latter type there are none better than the Viburnums; *Viburnum opulus*, *lentago*, *dentatum*, and *prunifolium*; the Dogwoods, *Cornus*, *paniculata*, *stoloifera*, and *alba Sibirica*; the common elder, *Sambucus canadensis*; and the Sumacs, *Rhus glabra*, *typhina* and *copallina*. These represent a very desirable form of shrub for planting near the rural mail box and beside the entrance to the farmyard (as suggested in Figure 15). Shrub planting is particularly fitting along the banks of bridge approaches, or near the ends of the modern bridge rail, where they would serve to soften the harsh bridge lines and lend refinement to the view.



FIG. 15. Farm Entrance.

There are certain points along our highways where the placing of trees or shrubs must be studied from the standpoint of public safety. This is particularly true at railroad crossings, where safety demands the removal of every obstruction to sight and sound. At road intersections and the inside of sharp curves, nothing should hide the view between the height of 4 and 10 feet; consequently only low-growing shrubbery or high-headed trees can be used at these points.

FENCES AND WEEDS.

Along some roadsides a few repairs to the adjacent fences would do more to remove the impression of neglect than any amount of so-called landscape work. If a farmer is not inclined to be neat in keeping up his fences and mowing the weeds, it is doubtful whether he should be further burdened with any sort of planting which requires attention. Such planting will only tend to magnify the neglect rather than screen it.

The farmer has been much criticized by over-enthusiastic lovers of wild flowers because he mows his roadside and thereby cuts down a few scattering specimens among a multitude of weeds. The Bouncing Bet, yarrow, butterfly weed, and compass plant are gorgeous in themselves—in the well cared for perennial garden or park, but we are not justified in leaving millions of unsightly noxious weeds to go to seed and be scattered far and wide over cultivated fields for the sake of a few scattered wild flowers along an ordinary roadside. In any form of roadside treatment, a study of local conditions from a broadminded viewpoint is necessary to maintain the fitness of things and accomplish desirable results.



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1916.

ARBOR AND BIRD DAYS



ILLINOIS

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ILLINOIS ARBOR AND BIRD DAYS

FRIDAY, APRIL FOURTEENTH
FRIDAY, OCTOBER TWENTIETH

CIRCULAR NO. 97

Compiled by
H. T. SWIFT
Department of Publicity



Issued by
F. G. BLAIR
Superintendent of Public Instruction

[Printed by authority of the State of Illinois.]



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SPRINGFIELD, ILL.
1916.



A Country Roadside Scene.

PROCLAMATION.

There are many ways in which the citizens of the commonwealth may indicate their willingness to render service for the public good. The public highways must be built, the public health must be conserved, the unfortunate must be cared for. Most of these ways, however, are defined by law. There remain many large opportunities for voluntary service to society as a whole. Perhaps the most benevolent sentiment of a people finds expression in its efforts to protect wild birds which belong to all and to beautify the yards and highways with trees whose comfort and beauty are shared by all.

Therefore, under the acts of the General Assembly passed to encourage the planting of trees, shrubs and vines about the homes, along the highways, and upon the public grounds within the State, and to encourage the protection of birds, I, Edward F. Dunne, Governor of the State of Illinois, do hereby designate Friday, April 14, 1916, and Friday, October 20, 1916, as Arbor and Bird Days.

In testimony whereof, I have hereunto set my hand and caused to be affixed the great seal of State.

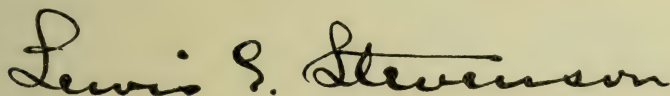
Done at the Capitol, in the city of Springfield, this nineteenth day of February, A. D. 1916, and of the Independence of the United States the one hundred forty.

[SEAL]



Governor.

By the Governor:



Secretary of State.



When the Earth Was Young.

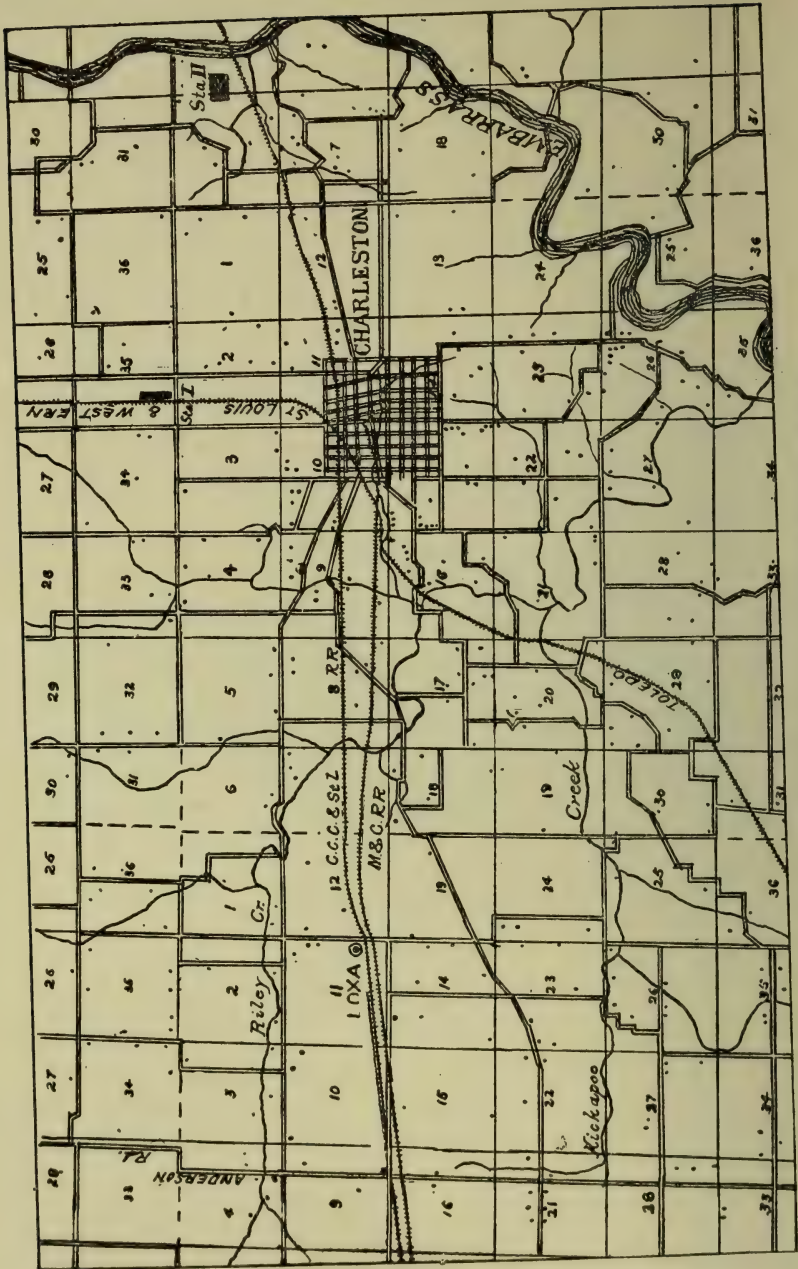
To Teachers and Pupils:

When the earth was young wild birds and wild trees belted its temperate zones. To be sure stretches of prairie and water begot and held their own kinds of birds and fowls, but the birds which we love for their songs and their plumage have ever lived and raised their young in the trees. Now it has come to pass in these later days that man with his ax and his plow has set himself against the wild trees and shrubs. In whatsoever direction he has turned his face the forests have given way to the cleared ground and the plowed field. Not alone the fertile valleys but also the "templed hills" have felt the shock of his ax, and the sombre earth has passed from under the shadow of the primeval forests into the sunshine of plowing and sowing and reaping.

Although as dreamers and as lovers of wild nature we may regret the wreckage wrought by the onward march of an industrious and an industrial race of men, it is idle to complain. We must turn our faces forward and not backward. We must plead and fight to keep man with his modern engines of destruction and construction from stripping the remainder of the earth of every living thing that stands in the way of efficiency and dividends. We must fight to keep a little fringe of shrubbery along our streams. We must work for larger natural preserves and parks which shall be forever protected from the hand of greed. We must arouse a strong and intelligent sentiment in favor of our wild birds and their right to exist. We must continue to proclaim that every wild shrub and tree that may give sanctuary to a bird pays its way and to preach a new crusade and a greater appreciation and a better protection of our wild trees and wild birds.

J. G. Blair

Superintendent.



Map of the Charleston Area, Locating Stations I and II.

NOTES AND OBSERVATIONS ON BIRDS.

[By T. L. HANKINSON.]

[NOTE: These notes and observation were made by Mr. Thomas L. Hankinson, teacher of zoology in the Eastern Illinois Normal School at Charleston. Mr. Hankinson is a most intelligent and sympathetic student and lover of birds. The plan he has followed in making these observations can be used by any teacher in the public schools. Mere sentiment for birds is a good thing but a sentiment based upon knowledge is better. We are under obligations to Mr. Hankinson and to Professor S. A. Forbes, the State entomologist, for permission to take this material from a larger article on The Vertebrate Life of Certain Prairie and Forest Regions Near Charleston, published in a bulletin of the Illinois State Laboratory of Natural History.]

The two areas chosen for the work here reported are located as follows: The prairie is a bit of right-of-way of the Toledo, St. Louis and Western Railroad, about two miles north of the center of the city of Charleston, extending some 1,600 feet along the east side of the track, just north of the east and west wagon-road which here crosses the railroad. This place will be frequently referred to in this paper as Station I. The woodland is about $3\frac{1}{2}$ miles northeast of the center of Charleston and covers about 160 acres of the farm owned by Mr. J. I. Bates. We called this Bates' woods—Station II of this paper. These two areas are shown on the map, Plate LXIV.

In selecting areas for special study, an attempt was made to get those as little disturbed by man as possible and representing at the same time the two prevailing types of country about Charleston, namely, *forest* and *prairie*. Such conditions are hard to find in a region so extensively cultivated as Coles County. In a part of the country of this character the most extensive representations of original prairie features are usually along railway rights-of-way. This fact governed us in the selection of Station I as representative prairie. As representative forest, Bates' woods (Station II) was chosen, because it seemed less disturbed than any other piece of forest available for study.

To one or the other of these stations almost daily visits were made during August, 1910. The writer's data were obtained chiefly by watchnig animals. It was possible to identify most of the birds positively without shooting them. Binocular field-glasses constituted the most useful instrument for the work.

THE PRAIRIE AREA, STATION I.

The prairie region studied is approximately 1,600 feet long by 40 feet in width. A line of telegraph poles, placed 200 feet apart and supporting five wires, runs the length of it. Plates LXV, LXVI and LXVII, Fig. 1, will give one a general idea of the place.

The surface of the area is uneven. Near its middle is a marked depression, a few hundred feet in length and with a bottom five or six feet below the railroad-track bed.

PLATE LXV.

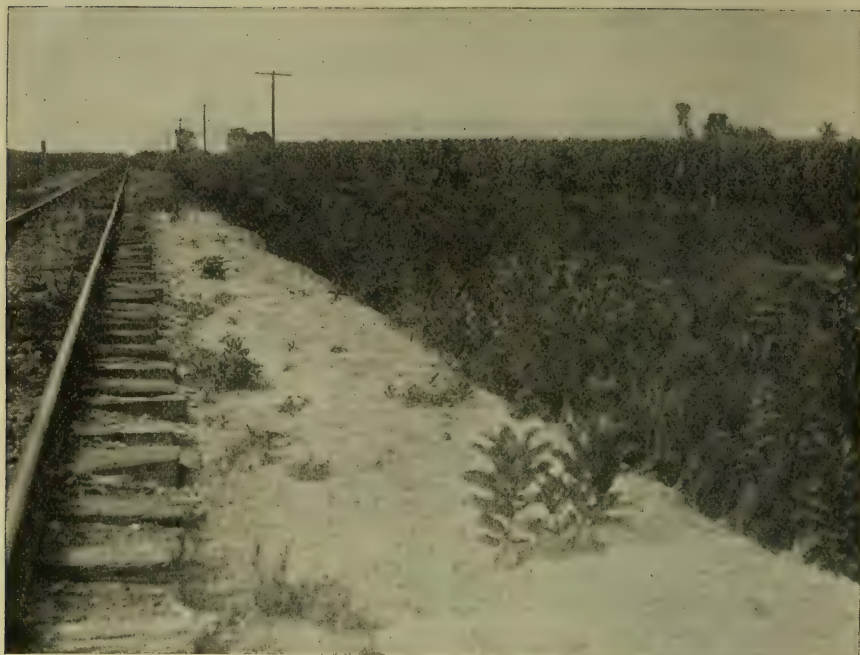


Fig. 1. Station I. Looking Northeast Over the North Portion of the Station.

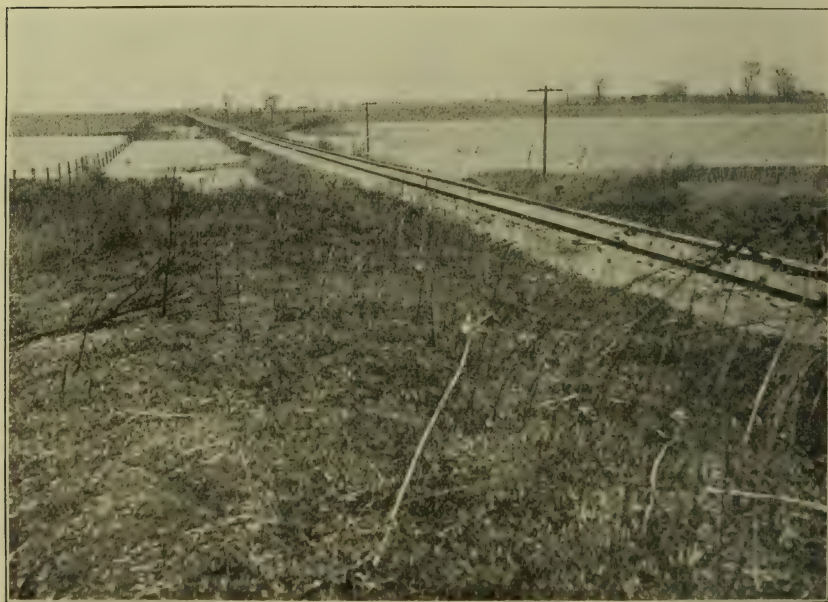


Fig. 2. Station I. Looking Northeast Over Most of the Station From the
South End of It.

PLATE LXVI.



Fig. 1. Station I. Looking South, Showing in the Foreground the Lower-ground Region, Substation *d*, in November, 1913.



Fig. 2. Station I. Looking South Over the High-ground Region South of Substation *d*, November, 1913.

The fields adjoining Station I are cultivated. They were planted with Indian corn during the period of observation, but in 1913 a large piece of broom corn lay adjacent to the north half of the station. Figure 1, Plate LXX, shows a part of this. Because attempts to grow Indian corn on the piece of low ground where there is often much water have been almost failures, this has been a nearly open area with a few sickly corn plants here and there and with many weeds. (See Plate LXVIII, Fig. 2.) Along the road just south of the station and running at right angles to it is a row of cherry trees and a few Osage orange trees. (See Plate LXVI, Fig. 2, and Plate LXX, Fig. 2.) The field some 600 feet east of the north part of the station surrounds a piece of uncultivated land covering between two and three acres. It is a small swamp with standing water a good part of the time—one of the few bits of undrained prairie lowland left in the region about Charleston, and undoubtedly a remnant of a much larger prairie slough. Vegetation is so abundant here that the swamp looks like a compact bush patch with a few cottonwood trees at its middle, and with a broad zone of grass, sedge, and other low herbs forming its border. Figure 1, Plate LXX, shows this bit of swamp; it can also be seen in the far background just to the right of the foremost telegraph pole in Figure 1, Plate LXXI. A short distance south of this little swamp, out in the field, is a large, isolated, naked, and burnt dead stub of a tree, forming a conspicuous landmark (Plate LXXI, Fig. 2).

PLATE LXVII.



Fig. 1. Station I. Looking Northeast Over the South Portion, Showing Wild Cherry Trees Along the Fence. January, 1914.



Fig. 2. Border of a Recent Mud Flat at the Edge of the Piece of Right-of-way, Station I. August, 1913.

BIRDS.

Little Green Heron—One was seen, resting on the fence between the right-of-way and the cornfield, July 31, 1912.

King Rail—One was flushed from the high grass of the low ground of Substation D on August 1, 1912, and another on May 18, 1913.

Sora Rail—Frequently flushed during the fieldwork in August, 1910, from the grass-covered low ground.

Lesser Yellowlegs—One was seen at the mud flat in the field east of the station in August, 1910. It is possible that this may have been the greater yellowlegs.

Solitary Sandpiper—Common about the pools and mud flats whenever these existed.

Bob-white—Two of these birds were flushed from the right-of-way July 3, 1911. A small covey flew up from the broom corn stubble just east of the station on November 4, 1913.

Mourning Dove—Frequently seen resting on the telegraph wire over the station and occasionally seen on the ground.

Marsh Hawk—One was seen flying over the fields near the station in August, 1910. It is common in the prairie region north of Charleston.

Sparrow Hawk—One was seen resting on a telegraph pole at the station, July 3, 1911. They are common along the Clover Leaf right-of-way.

PLATE LXX.



Fig. 1. Small Swamp East of Station I, a Short Distance in the Field. Broom corn Stubble in the Foreground. January, 1914.



Fig. 2. Row of Wild Cherry Trees (Some Osage Orange Trees Intermixed) Along the Road Just South of Station I. January, 1914.

Red-headed Woodpecker—One was seen about the telegraph poles of the station August 8, 1910. Also seen about the cottonwoods of the small swamp east of the station.

Flicker—Common about cornfields and frequently seen on fences bordering those in the vicinity of the station. A nest was found in the small swamp east of the station in May, 1914.

Kingbird—Frequently seen on the wires. On August 8, 1910, one was seen chasing a marsh hawk near the station. Kingbirds were noted in the small swamp east of the station.

Blue Jay—A few were seen about the wild cherry trees along the road just south of the station.

American Crow—Often seen flying over the station and in the adjacent cornfields. A few were noted on the railroad track at the station in July, 1911.

Red-winged Blackbird—The most often seen bird at the station and the only one actually found nesting there. On May 18, 1913, a nest with three eggs was found about two feet above the marshy ground in some rushes to which the nest was attached. (Plate LXIX, Fig. 2.) Seven red-winged blackbirds' nests were located by the writer on May 21, 1914, in the thick willows of the willow zone of the small swamp east of the station (Plate LXX, Fig. 1). They were placed five to eight feet up in the willows, and five that were examined internally contained eggs, one to four in number.

Bronzed Grackle or Crow Blackbird—Abundant; often in large flocks about the cornfields in the region around the station in late summer and early fall. A number were seen feeding on the ground at the station April 23, 1911, and July 31, 1912. On May 21, 1914, a dozen or more of these blackbirds were seen following a harrow in the field east of the station—undoubtedly after grubworms that were being turned up here in large numbers; the writer, in fact, saw a bird pick one up.

Meadowlark—Not common at the station or in its immediate vicinity, though a few were seen resting on the wires. Meadowlarks are most common in the Charleston region in grassy meadows, and comparatively few are seen about cultivated fields like those in the neighborhood of Station I. They seem to avoid railway rights-of-way. The writer, however, found a nest of the species with four eggs within a dozen feet of the Clover Leaf track on a grassy part of the right-of-way, some ten miles north of Charleston, on May 1, 1914.

English Sparrow—Common at the south end of Station I, about the fences, trees, shrubs, and overhead wires.

Goldfinch—Common at the station and its vicinity in the fall when weed seeds were common; they were not seen here at other seasons.

Tree Sparrow—Common about the broom corn near the station and in the small swamp east of it, during the fall of 1913 and winter of 1913-14. They probably visited the station at times where conditions were favorable for them.

Song Sparrow—A few of these birds were seen at the station and sometimes they were heard singing there.

Indigo Bunting—Seen at the station August 11, 1910; a male was on a telegraph wire.



Fig. 1. Station I, Substation *d*, Looking Northeast, November, 1913. Small Swamp Shown to the Right, on the Horizon Line.



Fig. 2. Dead Tree, East of Station I, in Field. January, 1914.



Station II. Interior of Upland Woods, Showing Type of Forest With Scant Undergrowth. August, 1910.

Barn Swallow—Seen flying about the station in August, 1910.

Migrant Shrike—Shrikes were frequently seen at the station, resting on the wires or tops of telegraph poles, where they appeared to be watching for prey below. One was seen to drop down from the wire and capture a monarch butterfly. In the winter shrikes are sometimes seen at other places along the Clover Leaf Railroad; and in all probability they visited the station then.

Myrtle Warbler—Occasionally seen in fall about the bushy and weedy roadside near the south end of the station.

Maryland Yellow-throat—A male yellow-throat was seen, and heard singing about the willow patch of the low ground in the summer of 1911 and in May, 1913. A nest was probably present, although the writer was unable to find it.

Brown Thrasher—Not a regular inhabitant of the station; only one seen (April 23, 1911), and this was on the fence.

Robin—Common at the south end of the station; many seen at times resting on the wires. Probably attracted by the wild cherries near this place.

THE FOREST AREA, STATION II.

As stated above, the piece of woods studied is about three and a half miles northeast of Charleston, perhaps a quarter of a mile north of the Big Four Railroad and a few rods west of the Embarras River.

The topography of the woods is much varied. A part of the woods is on the west slope of the Embarras valley, and other portions are on the high ground and on the low ground adjacent to this slope; besides, two rather complex ravine systems cut up the woods considerably. There are, then, four rather distinct kinds of region in the woods: (1) high, comparatively level ground; (2) low, river-bottom woods; (3) slopes; and (4) ravine bottoms. A small, temporary stream is in the south ravine. At the time that our field work was started, trees covered the region quite evenly except in a few small glades and about the west margin, where, over a few acres, considerable woodcutting had been done. There was much diversity in the height of trees, and a number of kinds were present.

On the upland were chiefly oaks and hickories, but walnut, mulberry and sumac were also present, as well as other species. On the river bottom were maples, elms, red oak, wild cherry, coffee-tree, walnut, mulberry, bitternut hickory, and redbud. Climbing plants, notably wild grape, were common, especially in the low woods. Undergrowth was unequally developed; in the upland woods in some places the ground had little else than dead leaves and fallen twigs upon it (see Plate LXXIII), while in other places, there were many bushes (Plate LXXIV). Herbage was scant on the forest floor in the upland woods but formed an abundant growth in the bottom woods (see Plate LXXV).

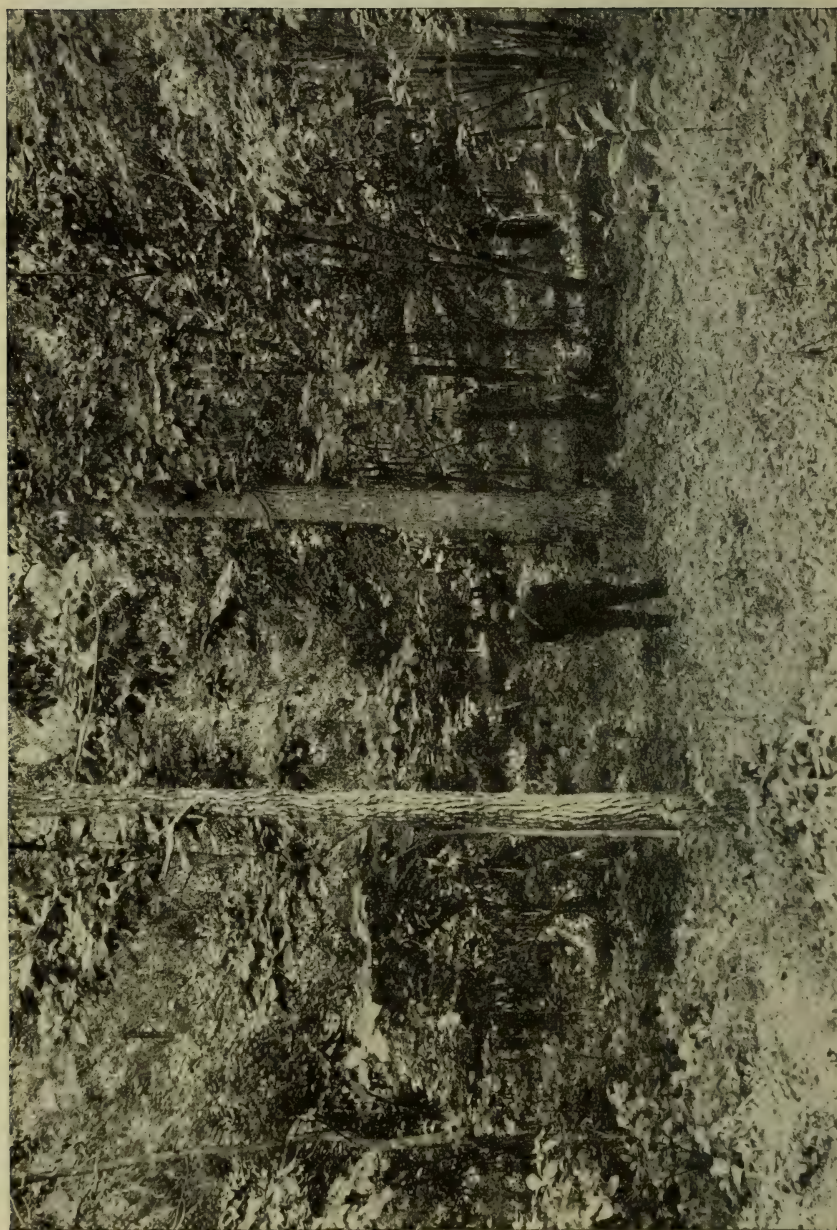
The country about Bates' woods, which was an important factor in determining the nature of its fauna, is rough and hilly. It was, for the most part, originally forested, but now it is largely cleared and cultivated. Corn is the prevailing crop grown upon it. Plate

PLATE LXXIV.



Station II. Interior of Portion of Upland Woods, Typical of that With Shrubby Undergrowth. August, 1910.

PLATE LXXV.



Station II. Interior of Lowland Woods.

LXXVII, Figure 2, and Plate LXXIX show features of the country about the woods.

Birds were the most conspicuous of the vertebrates of Bates' woods, but they appeared to have a decided preference for the margin of the upland woods at the time (August, 1910) when most of the fieldwork was done. Plate LXXVIII is typical of the upland woodland margin where most of the birds were found.

BIRDS.

Little Green Heron—Common along the Embarras River near Bates' woods; also frequently seen about some small ponds in a piece of woods continuous with Bates' woods.

Turkey Vulture—Birds of this species were seen flying low over the woods in August 1910. They are common in the Charleston region, especially along the Embarras bottoms.

Cooper's Hawk—A hawk that resembled this species flew from the trees in the south ravine on April 4, 1914.

Yellow-billed Cuckoo—Common about the upland woods; none seen in the low, bottom woods.

PLATE LXXVII.



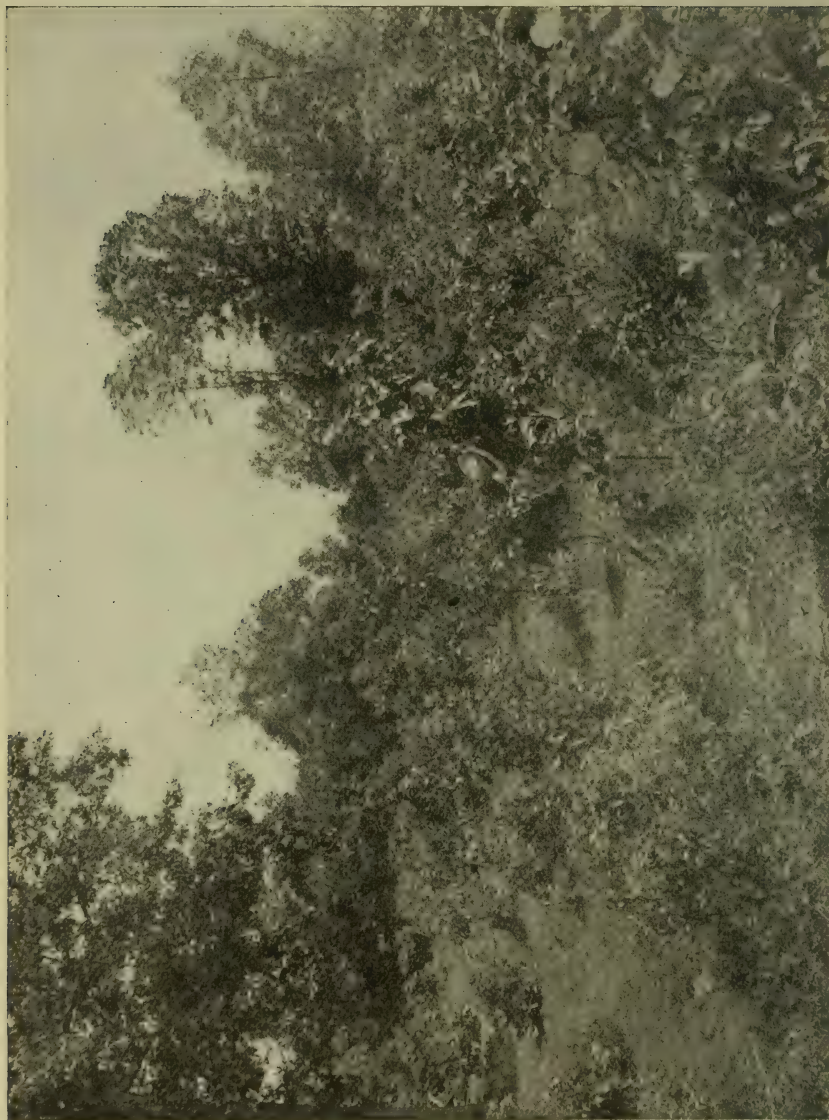
Fig. 2. Station II. Bates' Woods, Looking North From the Big Four Railroad Track.

Belted Kingfisher—Common about the "Big Four ponds" just south of Bates' woods, which are in a piece of woods similar to Bates' woods.

Hairy Woodpecker—One specimen was seen in the upland woods April 4, 1914.

Yellow-bellied Sapsucker—This species was noted in April, 1914, about the few trees which remain of the upland woods.

PLATE LXXVIII.



Station II. West Margin of Upland Bates' Woods. August, 1910. Typical of Region of Most Abundant Bird Life.

PLATE LXXIX.



Fig. 1. Station II. Bates' Woods, Looking Southeast, Showing Remnant of Upland Woods and Stump Field With a Few Scattered Trees Where the Lowland Woods Stood. Taken June, 1914.



Fig. 2. Station II. River Region Northeast of Bates' Woods, and Cornfield and Potato Patch (in Foreground) Where the Lowland Woods Stood. Taken September, 1913.

Northern Flicker—Common about the margins of the upland woods in August, 1910. It appeared to limit itself strictly to regions of this character and to avoid the thick interior woods.

Downy Woodpecker—Common in both high and low woods but most often seen in the latter.

Red-bellied Woodpecker—Often seen in the upland woods in August, where it was frequently noisy.

Ruby-throated Hummingbird—Seen resting in the foliage region of the upland woods in August, 1910.

Crested Flycatcher—Common in the woods on both high and low ground, confining itself mostly to the "upper story" of the woods, that is, the foliage region.

Wood Pewee—Common; frequently heard; chiefly in the upland woods.

Acadian Flycatcher—Common in the upland woods.

Blue Jay—Very common; busy feeding on acorns. Few calls were uttered, and the presence of the bird was usually revealed by the oft-repeated noise of dropping acorns in some particular part of the woods.

American Crow—Uncommon, though a few were noted.

Goldfinch—Very common and singing about the tops of the high trees along the south edge of the woods in August, 1910.

White-throated Sparrow—Common in Bates' woods in late spring and early fall during migrations.

Field Sparrow—Abundant in the bushy growth near the upland woods, to the edge of which it frequently went. Plate LXXVIII shows a typical habitat.

Slate-colored Junco—Seen in August, 1910, along the east edge of the low woods. Abundant and singing on April 4, 1914, in the remnant of the upland woods.

Song Sparrow—A few individuals were noted. Uncommon.

Towhee—A few specimens were seen in the low woods.

Cardinal—Often heard in various parts of the woods both low and high; a few were seen.

Rose-breasted Grosbeak—One specimen was noted in the low woods in August, 1910. Probably more common than it seemed to be, on account of its silence at this time of year.

Indigo Bunting—Common and singing almost constantly during the August days in the shrubby growth on the upland near the woods. None seen or heard in the woods.

Scarlet Tanager—A few individuals were noted in the interior of the woods.

Summer Tanager—A few specimens were seen and heard about the edges of the woods.

Water-thrush—A water-thrush was seen in the south ravine on May 24, 1911. A good enough view could not be obtained to determine the species.

Yellow-breasted Chat—A few individuals were noted in the woods.

Black and White Warbler—Several birds of this species were seen in the upland woods during August, 1910.

Redstart—A few individuals were seen; probably common.

Carolina Wren—One specimen was found in the low forest.

Tufted Titmouse—Common in the woods at all seasons. Lives

chiefly in the foliage region, but comes frequently to the undergrowth, and is often seen on the ground.

Chickadee—Common in the woods; seen chiefly in the upland woods.

Blue-grey Gnatcatcher—A few specimens were noted in August, 1910.

Robin—A few robins were seen in the woods. They did not appear to be common.

Bluebird—Common in April, 1914, about the few trees left standing after the removal of most of the upland woods.

SUPPLEMENTARY LIST OF BIRDS.

Other birds that in all probability belong to the Bates' woods' fauna, according to the writer's observations in similar woodlands about Charleston and according to reliable testimony, are given in the list below. Still other species may live in the woods or visit it occasionally, but their occurrence can not be so clearly vouched for as those in the following list: (Common names).

Black-crowned Night Heron, Bob-white, Sharp-shinned Hawk, Red-tailed Hawk, Red-Shouldered Hawk, Sparrow Hawk, Barred Owl, Screech Owl, Great Horned Owl, Black-billed Cuckoo, Red-headed Woodpecker, Whippoorwill, Kingbird, Cowbird, Baltimore Oriole, Bronzed Grackle, Purple Finch, Lark Sparrow, White-crowned Sparrow, Tree Sparrow, Fox Sparrow, Cedar Waxwing, Myrtle Warbler, Catbird, Brown Thrasher, Brown Creeper, Golden-crowned Kinglet, Ruby-crowned Kinglet, Wood Thrush, Hermit Thrush.



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At Wood-Edges Nature Suggests Prairie.

"I would have planted composite flowers here to repeat the prairie, but nature restores them abundantly in the form of brown-eyed susans and asters."—*A resident of Ravinia, Illinois.*

THE PREACHER OF FAITH.

He sat on a little pulpit
 That was made of the twig of a tree,
 And he preached us the happiest sermon,
 That bubbled with sunshine and glee.
 His text was the blue sky burning
 In the glory of all its sweet,
 And his theme was the beauty of heaven
 That lies at our very feet.

The Reverend Dominie Robin,
 Apostle to me, and to all,
 Of the golden gospel of beauty
 The same as taught by St. Paul:
 The gospel of cleanly living,
 Of faith and trust and of cheer,
 Gentle and true and forgiving,
 With nothing to doubt or to fear.

—*The Bentztown Bard.*

THE TREE.

I love thee when thy swelling buds appear,
 And one by one their tender leaves unfold,
 As if they knew that warmer suns were near,
 Nor longer sought to hide from winter's cold;
 And when with darker growth thy leaves are seen
 To veil from view the early robin's nest,
 I love to lie beneath thy waving screen,
 With limbs by summer's heat and toil oppressed,
 And when the autumn winds have stripped thee bare,
 And round thee lies the smooth, untrodden snow,
 When naught is thine that made thee once so fair,
 I love to watch thy shadowy form below,
 And through thy fearless arms to look above
 On stars that brighter beam when most we need their love.

—*Jones Very.*



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Consider the Value of These Pines for Windbreaks and Winter Beauty on This Iowa Farm. There is enough Roll Here for Drainage, Which White Pine Demands.

STUPIDITY STREET.

I saw with open eyes
 Singing birds sweet
 Sold in the shops
 For the people to eat;
 Sold in the shops of
 Stupidity Street.

I saw in vision
 The worm in the wheat
 And in the shops nothing
 For people to eat;
 Nothing for sale in
 Stupidity Street.

—*Ralf Hodgson.*

VINES TO MAKE YOUR PLACE LOOK "DIFFERENT."

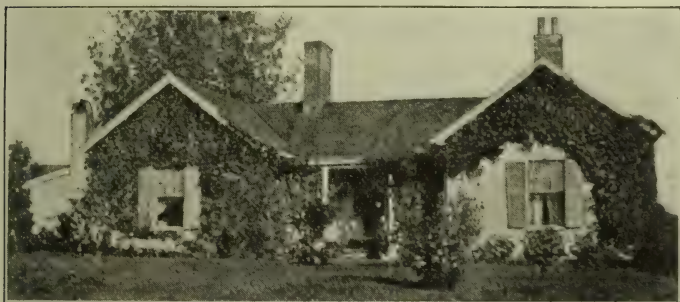
[From The "Illinois Way" of Beautifying the Farm.]

The costliest and least satisfactory way to make your home look "different" is to load the house with ornamentation. The next poorest bargain is to scatter all over your lawn flashy trees and shrubs, es-



BEFORE LANDLORD AND TENANT BECAME FRIENDS.

Bad for Both, and Bad for Future Generations. We Need a Better System of Tenantry, at Least as Good as That of Northern Italy. And it Must Grow Out of the "Illinois System of Permanent Agriculture."



AFTER LANDLORD AND TENANT BECAME FRIENDS.

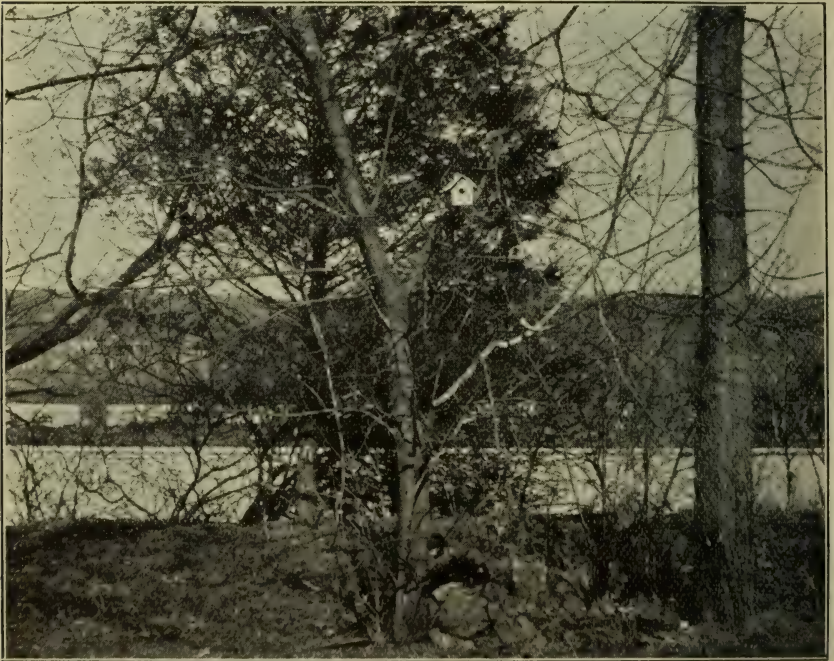
The Landlord Supplies the Paint; the Tenant the Labor. The Landlord Gives a Dollar's Worth of Seeds; the Tenant Raises the Flowers. The Landlord Opens His Eyes to Native Beauty; the Tenant Digs Vines From the Woods. Both Are Richer, Happier, Better. Time—One Year.

pecially the cut-leaved, weeping and variegated kinds, for this will make your place look just like every beginner's in every city the world over. The best way to put personality and brilliancy and color into home grounds is to have a different set of vines for every house. One place will have Virginia creeper, trumpet honeysuckle and bitter-sweet. The next place will have wild grape, wild clematis, and Illinois rose. Both will be beautiful the year round, and neither need cost a cent because you can dig the plants from the open. While you are waiting for the permanent vines to grow, you can cover your porch the first year, without spending a cent, by sowing seeds of wild cucumber vine or collecting seeds of morning-glory in regions where it runs wild.

* * * * *

There is one vine that we should like to see on every porch in the "Prairie State", viz., the Illinois or prairie rose. There is little danger of overdoing the matter because this plant is now available in thirty-nine varieties, having different colors and degrees of fulness.

And there is one evergreen vine that ought to be planted on every brick and stone house in America where English ivy is not hardy. This is the evergreen bittersweet—not the common climbing euonymus (*Euonymus radicans*), for that has a taint of variegation, but the round-leaved variety, which the nurserymen call *vegetus*. It is free from the weakness and nuisance of producing white leaves, and years before the ordinary type it bears red fruits about the size of holly berries, which are brilliant all winter.



A Home High Up in the Trees.



AFTER FRAMING THE VIEW FROM YOUR DINING ROOM.

Your Plowed Fields Will Look Twice as Beautiful if Seen Through a Pair of Illinois Hawthorns. They Illustrate the Law of Repetition, One of the Ten Laws Which, as Ruskin Tells Us in His "Elements of Composition," are Fundamental in All the Fine Arts. For Their Horizontal Branches Repeat Many Times, on a Small Scale, the Great Horizontal Lines of Land, Woods, Crops, and Clouds, Which Are the Peculiar Glory of the Prairie.

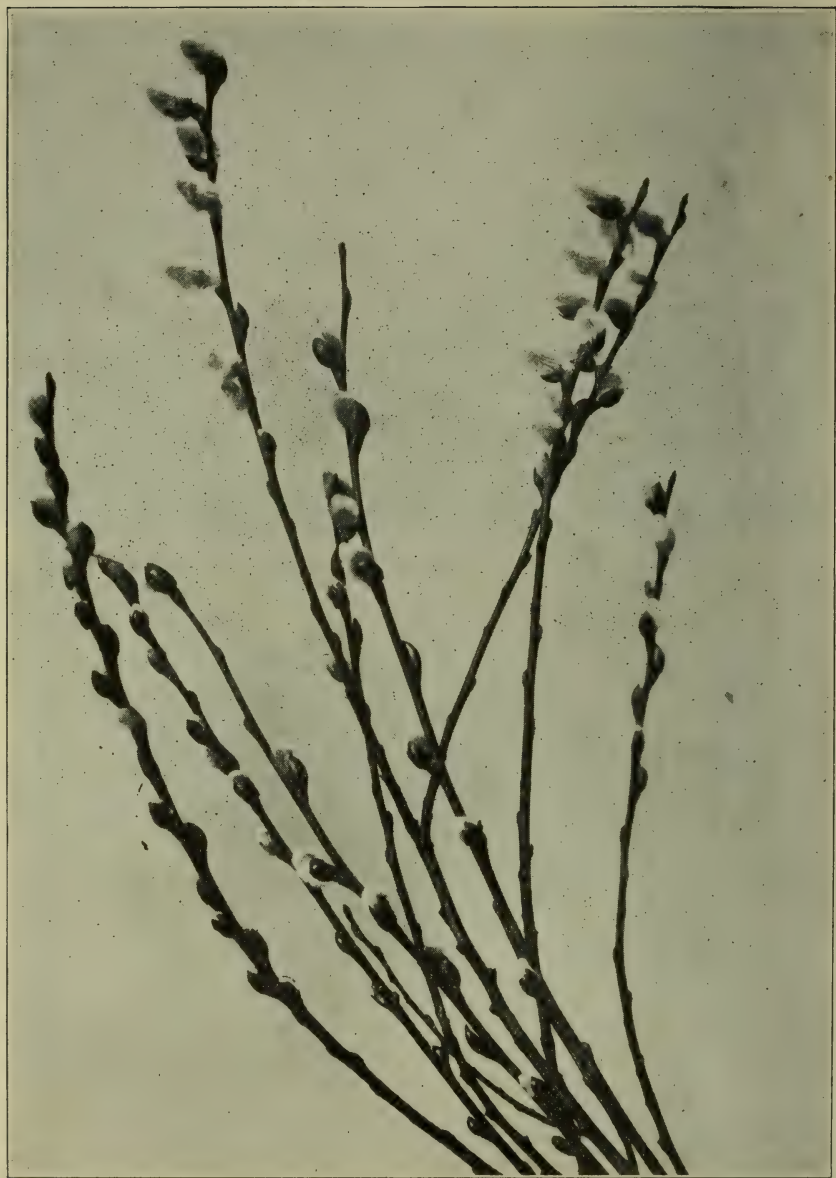
IN APRIL.

The air is soft and balmy,
 The grass is growing green.
 The maple buds are swelling,
 Till their slender threads are seen.
 The brown brook chatters gayly
 Its rippling course along,
 And hark!—from distant tree-top
 I hear the bluebird's song.

O joyous, gladsome carol,
 Exultant, fearless, true!
 There is hidden a heavenly message
 'Neath that coat of heavenly blue.
 My heart thrills as I listen;
 God's love is sure and strong.
 Thank Him for life's awakening!
 Praise for the bluebird's song!

After the winter, springtime,
 The sunshine follows rain;
 Tho' grief and sorrow chill us,
 The heart grows warm again.
 From earth to His glad heaven
 God will His loved ones bring;
 Still, after frosts and snowdrifts,
 We hear the bluebirds sing.

—Emily Gail Arnold.



Come, Pussy ! Pussy Willow !

PUSSY WILLOW.

The brook is brimmed with melting snow,
 The maple sap is running,
 And on the highest elm a crow
 His coal-black wings is sunning.
 A close, green bud, the Mayflower lies
 Upon its mossy pillow;
 And sweet and low the south wind blows,
 And through the brown fields calling goes,
 "Come Pussy! Pussy Willow!
 Within your close, brown wrapper stir;
 Come out and show your silver fur;
 Come, Pussy! Pussy Willow!"

Soon red will bud the maple trees,
 The bluebirds will be singing,
 And yellow tassels in the breeze
 Be from the poplars swinging;
 And rosy will the Mayflower lie
 Upon its mossy pillow;
 "But you must come the first of all—
 Come, Pussy! is the south wind's call—
 Come Pussy! Pussy Willow!
 A fairy gift to children dear,
 The downy firstling of the year—
 Come, Pussy! Pussy Willow!"

—Marian Douglas.



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These Trees Have Been Preserved Near Sidell, Illinois, by Getting Every Supervisor to Agree Not to Cut Them Down. Trees in the Middle of a Road Have Great Educational Value Because They Compel Attention.



A Beautiful View on the J. V. Smith Farm Near LeRoy, Illinois.

WHAT THE CITY LOT OWNER CAN RESTORE.

[From "The Prairie Spirit in Landscape Gardening."]

The renter in a city can not afford to make costly permanent improvements, but the average owner of a city lot is justified in doing so. His great trouble is not about money (for we are assuming that everyone keeps within his means and takes his time to do these things), but he has less space than the farmer. On the other hand, he can give more time per year to ornamental gardening than the farmer, because he needs the outdoor exercise after his day's work. Starting with no knowledge of horticulture, and with whatever leisure the gardening members of the family may have, the average lot owner can accomplish eventually about seven things.

1. *Foundation Planting.* He can restore something of the Illinois vegetation, even in this exacting location, for example, by viburnum, fragrant sumac, or prairie rose.

2. *Screens.* He can hide some of the unsightly surroundings, such as high fence or outhouse, by wild grape, trumpet creeper, common sumac, elder, and other Illinois plants that are sometimes considered rather coarse for the front of the house.

3. *Views.* He can frame the view of his home, for example, by a pair of elms, haws, or prairie crabapples, or if he considers his house ugly, he can transform it by hiding much of it with vines.

4. *Boundaries.* He can enclose the back yard with an irregular border of native shrubs in variety, instead of with an artificial and monotonous privet hedge.

5. *Front Yard.* He can help tie the whole street into a park by persuading the neighbors to plant "connecting shrubbery" from the front of one house to another.

6. *Parking.* He can restore old trees to good health through tree surgeons; he can combine with his neighbors to get a uniform street tree at uniform distances, or plant low shrubbery.

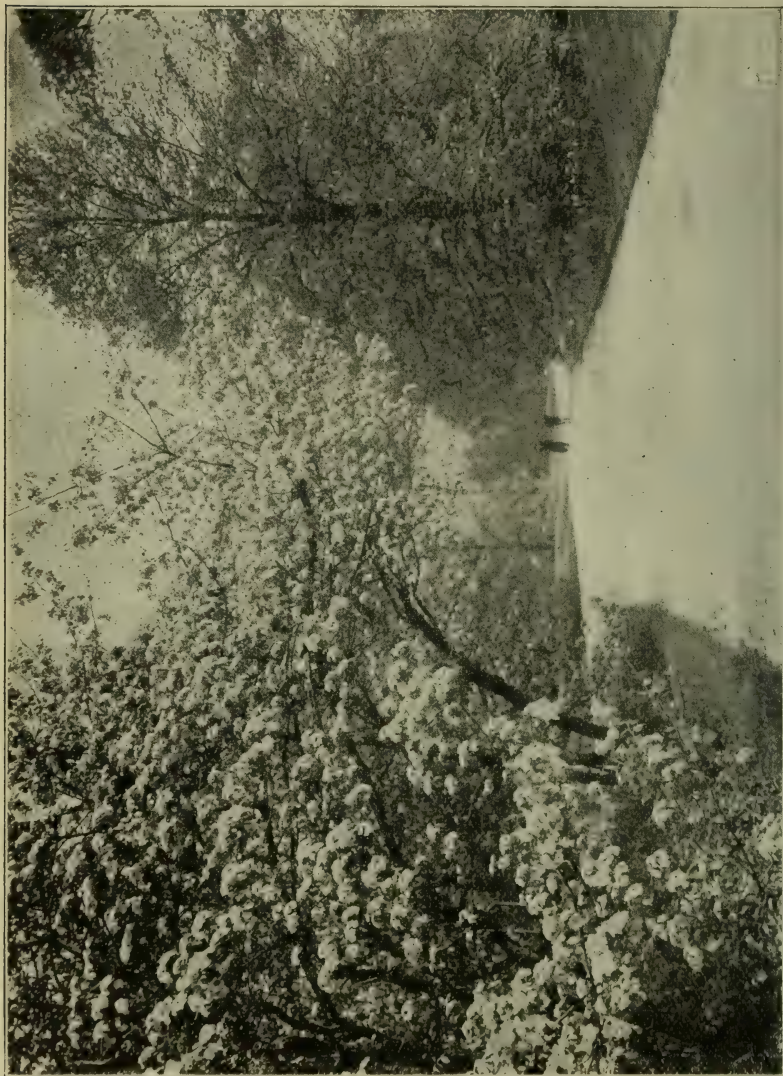


The Illinois Rose for House Wall.

7. *Entire Lot.* He can have a plan made for the whole property, arranging in good order all features. He can restore the birds, with the aid of shrubbery, especially the Illinois dogwoods and viburnums.

Every one of these acts can, and usually should be an act of restoration in some degree. Every list of the most efficient plants may include some Illinois materials—a low percentage near the house, and a higher one at the boundaries.

There is little danger of carrying restoration too far in cities. The great danger is that all front yards will look too gaudy, because



3. "REPETITION" IS THE THIRD PRINCIPLE IN THE PRAIRIE STYLE OF LANDSCAPE GARDENING.
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The Branches or Flowers of Hawthorn Repeat Many Times on a Small Scale the Horizontal Line of Land or Sky Which is Often the Strongest Feature of Middle Western Scenery. Every Flat Flower Cluster is a Symbol of the Prairie. Graceland Cemetery, Chicago, Has Greatly Influenced Home Planting in Illinois.

beginners tend to buy the showiest varieties, like blue Colorado spruce and golden elder. Consequently they often plant 90 to 100 per cent of foreign varieties. The same percentage of native plants would be more restful. We do not ask anyone to deny himself any flower he

likes—only to move to the back yard the things that rarely fit the front yard, for example, cut-leaved, weeping, variegated, and tropical plants. Everyone has a place of unquestioned privilege in the back yard, provided it is shut off from the public gaze, but the front yard is public. And the real question is, "Shall we have 90 to 100 per cent foreigners, or shall we have a clear suggestion of Illinois such as a majority of native plants may give?"

ANNUAL FLOWERS.

[From "The Prairie Spirit in Landscape Gardening."]

A second excess into which we are led by our innocent desire for color is to put too many annual flowers into the front yard. People who regard everything that is cheap and popular as "vulgar" sometimes speak slightly of annuals, as if they represented a low degree of taste. Surely there is nothing inherently bad about the famous annual flowers, such as China asters, cornflowers, callopsis, cosmos, pinks, pansies, poppies, stocks, and zinnias. On the contrary, refined people consider them quite appropriate to gardens. They are invaluable because they are the cheapest flowers of all and give results the first season. Every child should have a chance to grow the flowers that have charmed humanity for centuries, but the place to do it is in the flower garden, not in the front yard. Pure pink petunias may look very well when edging a garden path, but do they on a front walk? A straight line of scarlet sage may fit a garden, but does it look right when stretched across the front of the house? A bed of annuals may look very well at the edge of the lawn, but how about the middle?

THE MUTUAL COMMUNITY.

(Adella Helmershausen, Special Teacher Linne School, Chicago.)

It is a mutual community
 One story high above the mossy sod,
 Whose palace is a spray of goldenrod,
 The fair estate a bit of grassy lea
 Its castle rises, staunch as staunch can be,
 Beneath the silken-shedding milkweed pod
 Beside the brookside moat. Oft have I trod
 The blossomed path the insect life to see.
 So here they live together in one bond
 The sweet, exuding plant lice on the spray,
 The battle-ants in towers along the hill.
 Of honied liquor are the black men fond,
 The gold men thus their fighting liegemen pay.
 Three vanquished ladybugs lie cleft and still.

WHAT THE BIRDS MEAN TO US.

At this time when the juniper, the shadbush and the flowering dogwood that grow beside the country road need a special plea to save them from the axe of "improvement"; when the gunner, who is accused of shooting a sea gull or a swallow, asks in blank amazement, "What's the use of that bird?"—it is worth while to consider the esthetic value of birds to the commonwealth. The child or the savage needs no such reminder. The graceful, feathered form, the darting flight, the flash of color, the entrancing song, are excuse enough for the birds' existence. Without them "the open" is a desolate void. What

would May day be without the songs of spring? Would the pleasure of the dim forest be complete without its tapping woodpeckers, its drumming grouse and the anthem of the thrush? What are the meadows of June without their rollicking bobolinks and the lisps of the meadowlarks; or the hillside copse without its rolling bird songs and the hidden nests with speckled eggs? Could the old hay barn have been complete without its twittering swallows, or the garden without its bubbling house wrens? Would the old orchard have been exactly like paradise if the bluebird had failed to flash his azure wing and warble his mellow love note? And a morning in the marshes, could it have such artistic finish without its gorgeous redwings, its chattering marsh wrens, its clattering rails, and the mysterious booming of its bitterns? The "haunts of coot and heron" repay us for our visit only when the inhabitants are at home. The "rapture of the lonely shore" finds its real climax with its coursing gulls and screaming sea-fowl.—Elon Howard Eaton in *New York School Bulletin*.

WHAT THE AVERAGE FARMER CAN RESTORE.

[From "The Prairie Spirit in Landscape Gardening."]

The ordinary farmer has little time, labor, or knowledge of design and ornamental plants, but he has two immense advantages—plenty of room (often 160 acres), and a chance to collect wild shrubs and flowers. Starting with no cash outlay and a day's work in the fall, he can accomplish eventually ten things.

1. *Foundation Planting*. He can make the house look like a home by moving some shrubs from the woods.

2. *Screens*. He can hide part of the barnyard and outbuildings, at least from his windows.

3. *Views*. He can frame the view of his house from the road and the best view of his farm from the house by transplanting a pair of red haws.

4. *The Border*. He can enclose the farmstead with an irregular border of shrubbery that will give more year-round beauty than a hedge, trimmed or untrimmed.

5. *The farmstead*. He can plant the whole farmstead to meet the above-named needs of his family, as well as shade, playground, laundry-yard, etc.

6. *The creek*. He can restore some of the marginal vegetation.

7. *The woodlot*. He can restore many wild flowers simply by fencing a piece of woods.

8. *Edges of fields*. He can attract the songbirds that are friendly to his crops by planting at the edges or corners of one or more fields some native shrubs, especially the kinds that do not breed pests or rob the soil too much.

9. *Roadside*. He can plant beside the public road a few trees and some harmless shrubs and flowers, and he can often persuade the commissioners not to cut them down.

10. *The whole farm*. By "planting the waste land to scenery" he can create a private park—not as showy as the millionaire's—but beautiful and appropriate.



This Stream Washes Away Some Good Soil But it More than Pays Its Way Every Year. J. V. Smith's Farm, LeRoy, Illinois.



Something Besides Hogs and Corn on This Farm.

WHO STOLE THE BIRD'S NEST?

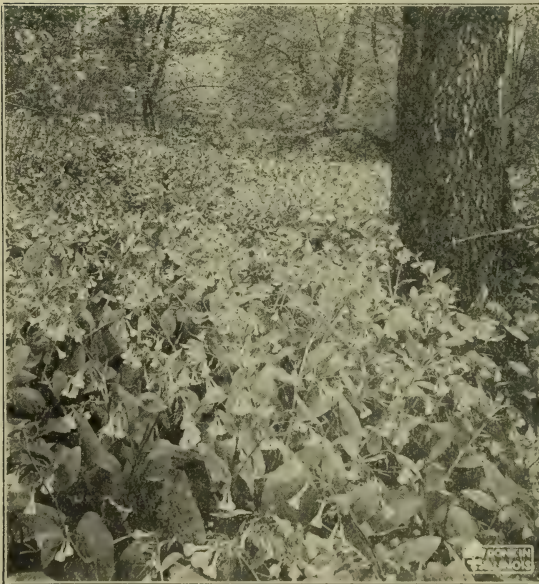
"To-whit, to-whit, to-whee!
Will you listen to me?
Who stole four eggs I laid,
And the nice nest I made?"

"Not I," said the cow; "moo-oo!
Such a thing I'd never do.
I gave you a wisp of hay,
But didn't take your nest away.
Not I," said the cow; "moo-oo!
Such a thing I'd never do!"

"Bob-o'-link! bob-o'-link!
Now, what do you think?
Who stole a nest away
From the plum-tree to-day?"

"Not I," said the dog; "bow-wow!
I wouldn't be so mean anyhow,
I gave hairs the nest to make,
But the nest I did not take.
Not I," said the dog; "bow-wow!
I wouldn't be so mean anyhow!"

"Coo-oo, coo-oo, coo-oo!
Let me speak a word or two:
Who stole that pretty nest,
From little yellow-breast?"



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Scene of a Woodlot Restoration in Vermillion County
Where the Aim is Typified by These Illinois Blue-
bells.

Like many other farmers, I must plead guilty of harming the beauty of woodlots by cutting out shrubs and letting animals destroy the flowers. But I am now restocking this grove. This process costs a good deal more than saving the original ground cover. Since I have no business but farming and live on the farm the year round, I feel that my family is entitled to some of the enjoyments that can be had only in the country.—*Harvey J. Sconce, Sidell, Illinois.*

"Not I," said the sheep; "oh, no!
 I wouldn't treat a poor bird so,
 I gave wool the nest to line,
 But the nest was none of mine.
 Baa, baa!" said the sheep; "oh, no!
 I wouldn't treat a poor bird so!"

"Caw, caw!" cried the crow;
 "I should like to know
 What thief took away
 A bird's nest to-day?"

"Cluck, cluck!" said the hen;
 "Don't ask me again.
 Why, I haven't a chick
 Would do such a trick!
 We each gave her a feather
 And she wove them together.
 I'd scorn to intrude
 On her and her brood.
 Cluck, cluck!" said the hen;
 "Don't ask me again."

"Chir-a-whir! chir-a-whir!
 We'll make a great stir,
 And find out his name,
 And all cry, 'For shame!'"

"I would not rob a bird,"
 Said little Mary Green;
 "I think I never heard
 Of anything so mean."
 "It is very cruel, too,"
 Said little Alice Neal;
 "I wonder if he knew
 How sad the bird would feel!"

A little boy hung down his head,
 And went and hid behind the bed;
 For he stole that pretty nest,
 From poor little yellow-breast;
 And he felt so full of shame,
 He didn't like to tell his name.

—*L. Maria Child.*

TO THE TEACHERS OF ILLINOIS.

[An Open Letter—MRS. F. H. PATTEE, *Secretary Illinois Audubon Society.*]

It is February—there is an intangible change in the air that suggests spring. Next month will witness a noticeable color in the landscape, a swelling of the buds, and the return of a few of our bird friends that left us last autumn.

Now is the time to stimulate or awaken an interest in the birds in the minds and hearts of the children under your guidance.

The earlier the children begin to note the arrival of the birds, to study about them, and make observations for themselves, the better prepared they will be, to appreciate the special recognition given the birds in the celebration of Arbor and Bird Day.

Do not forget that the Audubon Society stands ready to assist you in every way possible and urges you to prepare for a special observance of the day.

We have issued this year a new chart, with complete list of Illinois birds. It is arranged for recording the spring migration, with space opposite each bird mentioned for the name of the observer, date and place. It can be mounted and hung in a conspicuous place in the schoolroom. A copy of this chart will be sent free to any teacher especially interested in the subject. On request I will send to any teacher a generous supply of Audubon leaflets. These leaflets contain much information on the various phases of bird protection, and the educational leaflets each contain a beautiful colored picture of a bird with several pages of interesting descriptive matter by an authority.

Our traveling libraries, consisting of ten standard bird books each, ought to be a great assistance to any school where a more extensive library is not available. These sets of books may be retained by a teacher one month.

We now have four sets of fine stereopticon slides which we gladly loan to schools. Each set consists of about one hundred slides, from photographic subjects,—colored—and is accompanied by a brief lecture, or interesting comment on the pictures.

Both books and slides are loaned free of charge, but the borrower is expected to pay the express charges both ways.

To stimulate interest and encourage active work by the boys and girls who belong to junior clubs, we are making a most attractive prize offer again this year. The first prize consists of ten pairs of opera glasses for bird study, and the second prize consists of \$10 worth of standard bird books.

Junior societies affiliated with either Illinois Audubon Society or National Association of Audubon Societies, may compete for these prizes.

Last year the first prize was awarded to the seventh grade Audubon Club of LaGrange, Miss Esther Craigmile, leader. These pupils had done some remarkable work in bird identification as well as work for bird protection. The second prize was awarded to Miss Lillian Wiggins' pupils of the Gary school, Chicago. This club submitted the manuscript of an original play entitled "Our Bird Club," bound in book form by themselves, and a book of drawings.

I shall be glad to send special leaflets concerning the formation of junior clubs, and also one explaining in detail the conditions governing the offer of prizes, on request.

We hope you will not fail to prepare a special program for Arbor and Bird Day, and as an assistance for this I suggest that an address by teacher or superintendent should impress these points:

A. Wild birds belong to the State, not to individuals, and the State tries to protect them by means of the game laws.

The sections to be specially called to the attention of schools are the following, given briefly:

"Laws of Illinois (1913). Section 6. It is unlawful to kill, catch, or have in possession, living or dead, any wild bird, or part of bird, other than a game bird (in its open season) English sparrow, crow, crow-blackbird, blue jay or hawk, under penalty of a fine of five dollars for each offense.

"Section 12. It is unlawful to take or needlessly destroy nests or eggs of wild birds. The penalty is five dollars for each offense."

B. Birds are to be protected by us, for:

"a. They are of great value to the farmer, as they destroy harmful insects, rodents and also seeds of noxious weeds.

"b. They are indispensable as a protection to our trees.

"c. They give us pleasure and add to our enjoyment of nature by their great beauty and grace, their songs and the charm of their family life."

Reference to current legislation regarding birds, both State and National, should also be included if possible.

Supplement this talk with appropriate music, readings and recitations. In the selection of these I hope the list suggested below may prove helpful.

Interesting personal experiences recounted by either teacher or pupils would also add variety to a program.

RECITATIONS.

The Song the Oriole Sings—W. D. Howells. Home Thoughts from Abroad—Robert Browning. To a Lapland Longspur—John Burroughs. The Flight of the Geese—Charles G. D. Roberts. The Pewee—John T. Trowbridge. The Oven-Bird—Frank Bolles. The Song Sparrow—Henry VanDyke. The White-throated Sparrow—A. West. The Titmouse—Ralph Waldo Emerson. The Bluebird—Thomas Bailey Aldrich. The Sandpiper—Celia Thaxter. To a Humming Bird in a Garden—George Murray.

SONGS.

Robin Redbreast, Singing in the Rain, Mill May, Polish May Song, There's Music in the Air—From Franklin Square Song Book. The Rising of the Lark—Welsh. Song of the Ash and the Oak—English Folk Song. O Hemlock Trees (Tannenbaum)—German. All the Birds Have Come Again—German Folk Song. Springtime—Rubenstein Melody in F.

THE FARMSTEAD.

[By A. T. ERWIN.]

THE COUNTRY BEAUTIFUL.

"Believing in the gospel of good things, I pledge myself to beautify and keep beauteous the landscape from my upper window. The four sides of my habitation shall be without offense to the sense of my neighbor or the stranger within my sight. The way before my door, my neighbor's door, or the thoroughfare of trade I will not abuse or put to unworthy use. In every way consistent with my station and citizenship, I will encourage tidiness by word and example, I will help to make the country beautiful."

CORN.

There is a plant you often see
In gardens and in fields;
Its stalk is straight, its leaves are long
And precious fruit it yields.

The fruit, when young, is soft and white,
And closely wrapped in green,
And tassels hang from every ear,
Which children love to glean.

But when the tassels fade away
The fruit is ripe and old;
It peeps from out the wrapping dry,
Like beads of yellow gold.

The fruit, when young, we boil and roast,
When old, we grind it well,
Now, think of all the plants you know,
And try its name to tell.

—Selected.

THE LITTLE BROWN SEED IN THE FURROW.

A little brown seed in the furrow
Lay still in its gloomy bed,
While violets blue and lilies white
Were whispering overhead.
They whispered of glories strange and rare
Of glittering dew and floating air,
Of beauty and rapture everywhere,
And the seed heard all they said.

O, little brown seed in the furrow,
At last you have pierced the mold;
And quivering with a life intense,
Your beautiful leaves unfold
Like wings outspread for upward flight;
And slowly, slowly, in dew and light
A sweet bud opens—till, in God's sight,
You wear a crown of gold.

—Ida W. Benham.

WE THANK THEE.

For flowers that bloom about our feet;
For tender grass, so fresh, so sweet;
For song of bird and hum of bee;
For all things fair we hear or see;
Father in heaven, we thank Thee!



For blue of stream and blue of sky;
For pleasant shade of branches high;
For fragrant air and cooling breeze;
For beauty of the blooming trees,
Father in heaven, we thank Thee!

—Ralph Waldo Emerson.

LITTLE BY LITTLE.

"Little by little," an acorn said,
 As it slowly sank in its mossy bed;
 "I am improving every day.
 Hidden deep in the earth away."
 Little by little each day it grew,
 Little by little it sipped the dew;
 Downward it sent out a threadlike root,
 Up in the air sprung a tiny shoot.
 Day after day, and year after year,
 Little by little the leaves appear;
 And the slender branches spread far and wide,
 Till the mighty oak is the forest's pride.



I Will Help to Make the Country Beautiful.

"Little by little," said a thoughtful boy,
 "Moment by moment I'll well employ,
 Learning a little every day,
 And not spending all my time in play;
 And still this rule in my mind shall dwell—
 'Whatever I do, I'll do it well.'
 Little by little I'll learn to know
 The treasured wisdom of long ago;
 And one of these days, perhaps, we'll see
 That the world will be better for me."
 And do you not think that this simple plan
 Made him a wise and useful man?

RESTORING THE LONG VIEW.

[From "The Prairie Spirit in Landscape Gardening."]

By "long view" is meant the narrow opening between farmsteads and woodlots which often extends for several miles. It does not need to go off to infinity. Indeed, many persons prefer to have it stopped by a hazy ridge or misty piece of woods. They believe that a finite view is easier to understand and love than an infinite one. The long view is the homelike and friendly side of the prairie. Farmers have noticed the long view less, but when their attention is called to it they are often quick to see its practical advantages. For a person can often frame a long view from a home window at less cost and in less time than a broad view.

* * *

The farmer has a fine chance to idealize the long view. "I never frame a long prairie view with spectacular trees, like Lombardy poplar, as the eastern men do," says an Illinois landscape gardener. "Even red cedars do not look right on the Illinois farm. Nature left



No Trees.



A Few Trees.

WHAT YOU CAN GET FOR THE PRICE OF A HOG.

Here are two Illinois farms which prove that a few trees make all the difference between a house and a home—a place to work and a place to live. These trees cost originally about \$17 to \$22. They were planted without any plan or reason but they are better than nothing because trees increase in value every year. Plant some trees now. Sell a hog and have some beauty!

the exclamation point out of the prairie scenery. The kind of accent she made for the prairie is not vertical, but horizontal. Let the farmer frame his long view with a pair of vase-formed elms or cottonwoods."

HOW TO PLANT A TREE.

The Department of Agriculture at Washington gives the following suggestions for planting trees:

The proper season for planting is not everywhere the same. When the planting is done in the spring, the right time is when the frost is out of the ground and before budding begins.

The day to plant is almost as important as the season. Sunny, windy weather is to be avoided. Cool, damp days are the best. Trees can not be thrust carelessly into a rough soil, and then be expected to



Planting a Tree.

flourish. They should be planted in properly worked soil, well enriched. If they can not be planted immediately after they are taken up, the first step is to prevent their roots drying out in the air. This may be done by piling fresh dirt deep about the roots or setting the roots in mud.

In planting they should be placed from 2 to 3 inches deeper than they stood originally. Fine soil should always be pressed firmly—not made hard—about the roots, and 2 inches of dry soil at the top should be left very loose to retain moisture.

THE OAK.

A song to the oak,
 The brave old oak,
 Who hath ruled in the greenwood long!
 Here's health and renown
 To his broad, green crown,
 And his fifty arms so strong!
 There's fear in his frown
 When the sun goes down
 And the fire in the west fades out;
 And he showeth his might,
 On a wild, stormy night,
 When the storms through his branches shout.
 Then here's to the oak,
 The brave old oak,
 Who stands in his pride alone;
 And still flourish he,
 A hale, green tree,
 When a hundred years are gone!

—H. F. Chorley.

BEDDING PLANTS.

[From "The Prairie Spirit in Landscape Gardening."]

Suppose you are an inexperienced home maker—one of the thousands who are beginning family life every year in Illinois. You are afraid the place will not look well the first year. Even if you set out trees and shrubs it is obvious that the place lacks flowers. The florist tells you that tender plants will give more color than hardy ones. So you buy cannas, geraniums, begonias, or coleus, and in the kindness of your heart you put them in the middle of the front lawn so that every passer-by may enjoy them. How cruel, then, for more experienced gardeners to say that you are trying to get the biggest show for the money! The kindlier thing is to explain to a beginner that tropical plants do not harmonize with a northern landscape, as hardy plants do, and therefore it is more fitting to put tender plants in a garden and hardy plants on the lawn, for the garden or back yard is private, while the lawn or front yard is public. The showier the plants, the less we should expose them to every passer-by. It is a generous impulse that prompts us to share our greatest joys with everybody, but experience teaches that it is better to reserve them for family and friends than to force them on the public. It saves rebuffs. The quieter thing is in better taste.



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Scene of a Restoration of Roadside Shrubbery by Illinois Farmers.

We farmers have sometimes saved trees along the roadside, but do trees alone give all the beauty we ought to have as a foil to the rich but monotonous farm land? Are not shrubs needed? Our neighbors think so.



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A Farm View Without a Frame of Trees.

Although corn is considered one of the most beautiful crops, people often complain that Illinois scenery is tame and monotonous. The wild prairie with its varied flowers, has gone forever. How can men restore flowers and poetic suggestion to a land nearly ninety per cent of which is tilled?



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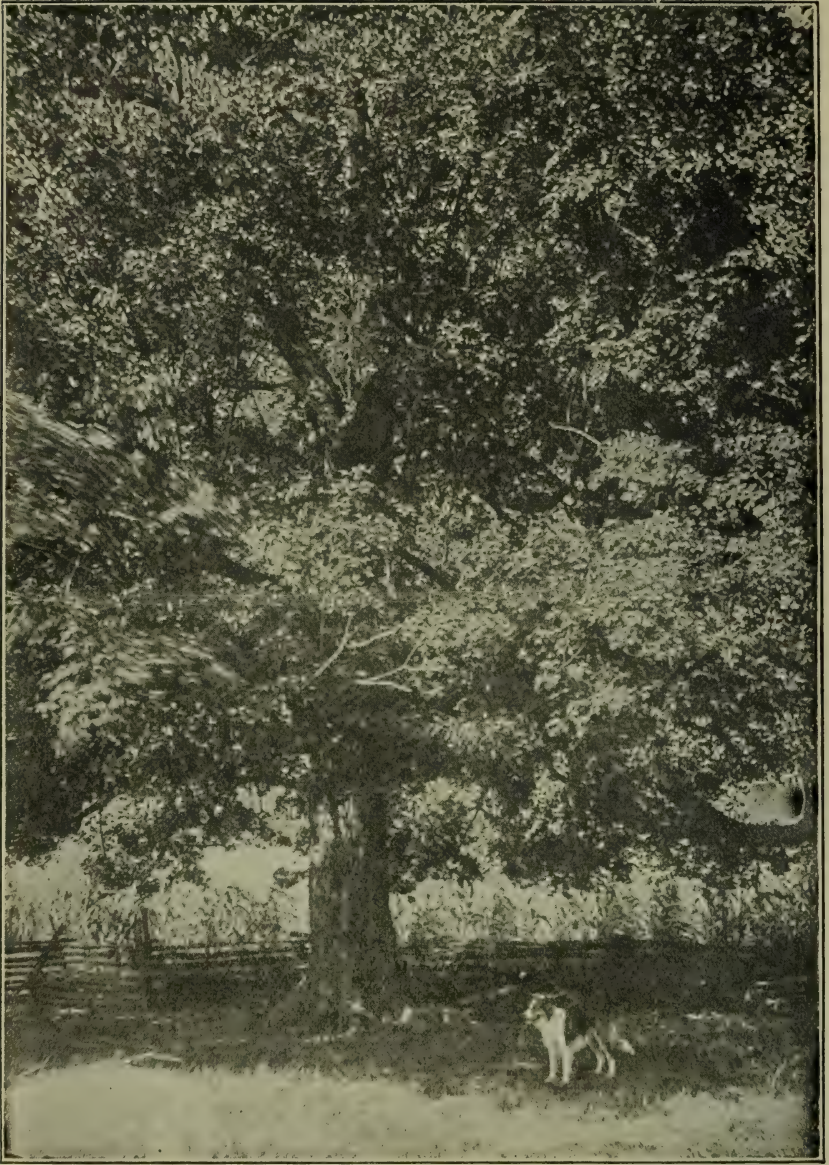
Which is the better kind of accent for the prairie, vertical or horizontal—foreign poplars or native haws?

A little accent is a good thing, but how about thirty Lombardy poplars surrounding a city lot? "All accent is no accent." Nature left the exclamation point out of Illinois scenery.



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Some landscape gardeners will never plant the Lombardy poplar on the prairie. They say it makes too strong a contrast, while the haw and crab delicately accent the native beauty of the scenery. (A hawthorn in bloom.)



In Ev'ry Leaf, Now Red and Gold, She Knew the Kiss of God.

THE BLUSHING MAPLE TREE.

When on the world's first harvest day,
 The forest trees before the Lord
 Laid down their autumn offerings
 Of fruit in sunshine stored,
 The maple only, of them all,
 Before the world's great harvest King,
 With empty hands and silent stood—
 She had no offering to bring;
 For in the early summer time,
 While other trees laid by their hoard,
 The maple winged her fruit with love,
 And sent it daily to the Lord.

There ran through all the leafy wood
 A murmur and a scornful smile,
 But silent still the maple stood,
 And looked to God the while.
 And then, while fell on earth a hush,
 So great it seemed like death to be,
 From His white throne the mighty Lord
 Stooped down and kissed the maple tree;
 At that swift kiss there sudden thrilled,
 In every nerve, thro' every vein,
 An ecstasy of joy so great
 It seemed almost akin to pain.

And there before the forest trees,
 Blushing and pale by turns she stood;
 In ev'ry leaf, now red and gold,
 She knew the kiss of God.
 And still, when comes the autumn time,
 And on the hills the harvest lies,
 Blushing, the maple tree recalls
 Her life's one beautiful surprise.



The Beauty of Winter.

A STUDY OF TREES IN WINTER.

[Alice J. Patterson.]

To know trees intimately, to appreciate them fully, one must study them in all their varying moods. While no doubt they should receive greatest attention during the seasons when they are awake and actively working, nevertheless they should not be ignored during the four or five months when they have practically closed up all avenues of direct communication with the outside world.

The deciduous trees that have taken on the habit of dropping all their leaves periodically are of special interest during the winter season. They are now delightfully individual, displaying more than at any other



Two Types of American Elms.

time their distinctive features; their characteristic forms, their methods of branching, their sprays of twigs, their bark mosaics, and their wonderful tints and shades of color. School children of the upper grades

as well as adults may with profit spend some time getting acquainted with these trees in their winter condition.

If possible the first study should be of a tree in the open standing somewhat apart from its fellows. It may be an elm or a maple, an oak or an ash, or what not. You should stand far enough away to get an outline picture of the entire tree. Note the form of the crown and try to determine what gives it its distinctive shape. Does the main stem break up into a number of large branches or does it extend unbroken to the top? Do the branches take, in the main, an upright direction, or do they spread out in all directions? Is the spray of small branches and twigs dense or sparse? Are the twigs stiff and erect or slender and drooping? Is the general color light or dark?

Having gained an impression of the general outline of the tree, you should study it at closer range to fix a few distinguishing characteristics; the roughness or smoothness of the bark, the depth of the



American Elm.



Ash.

furrows, the comparative width of furrows and ridges, and the contrast between the trunk and branches as to smoothness and color. If possible find other trees of the same species and look for similar characteristics.

Collect a few twigs from the trees and place them in water for further study. Use care in breaking off twigs so that the tree will not be injured. A long-handled pair of pruning shears, often called "loppers," will be found helpful in collecting twigs from large trees.

A study of the twigs reveals a surprisingly large number of facts relative to the history and habits of the trees, and at the same time arouses all sorts of questions and problems. On each twig you find

ring scars that indicate the growth that the stem makes in a single year, but what makes the scar is a problem that is still to be solved. You find the buds having a special relation to each and situated at definite points on the twig. If your twig is an American elm the buds are alternate, some of them large and stout, others small and pointed; if it is a silver maple the buds are opposite. The large, round ones are in great clusters, the small ones quite inconspicuous. If it is a horse chestnut the terminal bud is several times the size of the lateral ones. You wonder why there are these differences, and know that the buds will solve the problem for you if you wait for the spring opening.

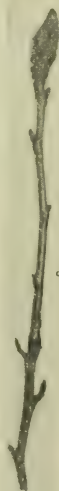
On the buds you find overlapping scales, on some woolly or fuzzy coverings, on others a sticky varnish or resin, all of which are protective adaptations to prevent too much evaporation during the winter when there is a limited amount of moisture in the buds. Below the buds are leaf scars telling you exactly where every leaf was attached last summer. Scattered here and there over the surface of the bark are small dots, the lenticels which, when the young twigs are working, serve as avenues for the entrance and exit of air, and for the evaporation of water.

All the above things you find on the twig of a single species. When you compare with this, the twigs of other trees you find similar forms and markings yet each with its own individual features, so you are forced to the conclusion that twigs in winter are quite as reliable guides to tree species as are leaves in summer.

A little study of the twig photographs shows how individual the different species are. While the maple group shows the family relationship by the opposite arrangement of the buds there is a well-defined difference among the three species in shape, size and color of both twigs and buds. The ash also has opposite buds but who would ever confuse the dark, rusty little excrescences on the rough, blunt twigs, with the well formed buds and smooth twigs of the maples. The poplar shows the large pointed buds as well as the acute angles made by the twigs which are characteristic of the entire poplar family. In addition to the dainty pointed leaf buds, the birch has staminate catkins, dark brown, rodlike bodies sometimes in threes, more often in pairs attached to the ends of the delicate, slender twigs. The purple beech and hardy magnolia are excellent examples of the immense buds that some of our trees produce.

Fruit trees, pears, apples, plums, peaches and cherries offer quite as profitable a field for observation and investigation during the winter months as do the shade trees. The individuality of form, branching, and bark is worthy of note. The buds are even more interesting, especially those that will produce the flowers since they hold the secret of next year's fruit crop.

While twig characteristics are of much value in identifying trees at close range, the study of form and branching combined with color is essential to the identification of trees at a distance. The ability to recognize trees in the distance comes with patience and persistence. But it is a patience and persistence born of enthusi-



Hardy
Magnolia.

asm. You visit the same tree again and again viewing it from all sides and angles. You form the habit of looking for familiar features in every tree you pass. You strengthen first impressions and remove doubts by a closer inspection. In time you have few doubts, you know your trees. Each species has its special feature or features that distinguish it from its fellows.

The American elm is characterized chiefly by its form which is that of an inverted cone. The cone, however, is subject to variation. There are at least two distinct types, one that spreads broadly like a huge umbrella, the other slight and delicate like a slender vase. The silver maple has a more open crown than the elm with branches drooping far downward and ending with a characteristic upward curve. It is color, however, rather than form that distinguishes this tree. The scaly trunk is medium gray with small patches of reddish tan marking the spots from which bark has fallen. The smooth upper branches are a warm, light gray with a flush of pink that lights up in a wonderful way when touched by the winter sunshine.



Sugar Maple.

Norway Maple.

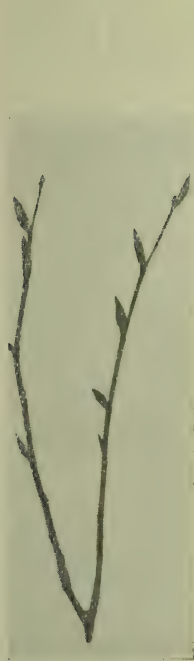
Silver Maple.

The oaks, especially the white and burr, are recognized by their thick, massive limbs, comparatively few in number, and their straight, strong boles. Many individuals among them retain far into the winter their dry leaves whose brown, purple, and copper tints add not a little to the beauty of the winter landscape.

The sycamore stands out conspicuously because of its smooth, whitish, irregular branches, its peculiarly mottled trunk, and its fruit, tan-colored balls, dangling from the twigs. The paper or white birch is known as far as it can be seen by its pure white trunk and limbs, and its delicate twigs. The green ash, a tree used largely for ornamental purposes has a broad conical crown which in individuals is almost spherical. The numerous, slightly spreading branches with the coarse, blunt twigs set it apart from other tree species except the members of its own family with which it may be easily confused.

The winter season is an excellent time to combine with the observation and investigation a study of the economic value of trees, the distribution of our great forests, lumbering industries, and some of the means that are employed for the conservation of our forests.

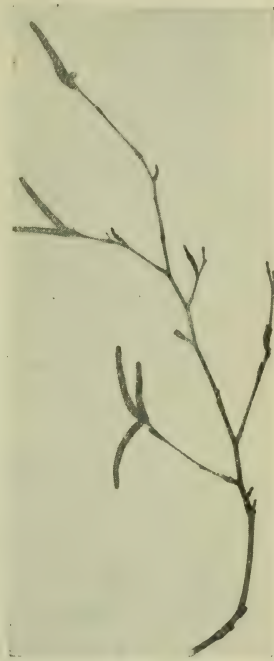
But it is not the knowledge concerning the habits, history, and uses; nor the mere power to recognize individual species that give this study its greatest value. Better than either of these is the appreciation of the trees themselves, the recognition that they are a part of life.



Purple Beech.



Poplar.



Paper Birch.

Groups, as well as individuals, have their own mode of expression. Clumps of trees in parks or stretches of native woodland show a remarkable harmony of colors; rich browns and tans, dark, light, and steel grays, olives and purples, coppers and old rose. The charm of these dull shades is intensified by the blue or gray, the gold or crimson of the winter sky showing through the tracery of twigs.

Neither individual trees nor groups remain constant in color or expression. Yesterday under the gray sky they were dark and somber; to-day in the sunshine they are bright and glowing, dormant and inactive yet indescribably alive.

With the coming of snow the entire winter world is changed. Low plants of fields and roadsides are covered under a smooth, white sea. Many shrubs are mere mounds of crystals. But the leafless trees with the fissures in their trunks filled with snow, and their bare boughs heaped with soft flakes, still remain the most prominent and most attractive natural objects in the landscape. If the trees are pines, firs,

or spruces the dark green, needled boughs bend artistically beneath the weight of snow.

When the sun shines out after the storms are over even the shadows of the trees are fascinating with the long, long boles, the widened branches, and the fantastic interlacing of the twigs.



Paper Birch.

Sleet as well as snow transform the winter world, and again the trees in their glittering coats are the most conspicuous and the most beautiful of all the ice covered objects.

Trees in their winter condition may be studied as early in the year as November and as late as March or in some localities even April.

If the study does nothing more than to arouse in young people a permanent interest in trees it will be worth while. But when combined with tree studies during the other seasons it should do something



Green Ash.

toward developing a public sentiment that will manifest itself in bringing about the preservation, here and there, of a few remnants of our native woodlands.



A Study in Tree Shadows.



Snow Changes the Winter World.

THE HOME BEAUTIFUL.

[MRS. J. A. REULING, Wymore.]

Our city's welfare is our just concern and who promotes that best, best proves his duty.

Literally speaking not every one can own the "house beautiful," but every one may own the "home beautiful," the home of well-kept lawn and garden, showing care of trees and shrubs. Each one of us is a unit in the community of which we may be a part, responsible in a way for our own dooryard, our own street, our own town.

A well-kept lawn is the foundation for the home beautiful. The care of this means ozone for the lungs, red blood, sound sleep and



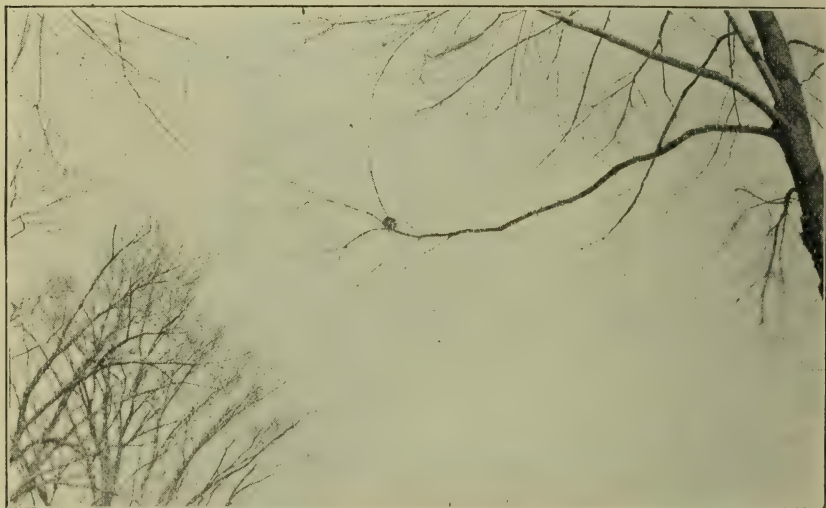
A Place Beautiful.

health. Next to bodily health the influence of the open-air work makes for goodness, for it is easy to be good in an environment of beauty and peace. It is not at all necessary that the lawn be a large one, or that the house be fine or artistic. The satisfaction of caring for and having done something well is universal.

OUR CHICKADEES.

[REBECCA H. KAUFFMAN.]

Please observe the tiny nest, far out, dangerously out, it looks, on a lateral branch stretching at right angles from one of the two upright parts of the trunk of a hard maple tree, in one of the pictures herewith (No. 1.) The dropping of the gay leaves in October last exposed this nest and the picture was taken soon thereafter. The tree stands along the outer edge of the cement sidewalk, in the street terrace, and this domicile of the little birds swung out over the hurrying automobile, autotruck, carriage, and what not, that kept ceaselessly going during the busy hours of the long summer day, yet unmolested. Who could choose bower more secluded? Easily thirty feet from the earth, the little builders made their home unseen in their work and reared their young—and a dainty bit of work it was! made of delicate brown rootlets, flexible moss, dry grass and vine tendrils, and hair lost by the horses as they wearily brushed off their season's torment, with a bit of a crepe paper napkin tucked conspicuously in near the bottom, and the whole fastened so snugly, so firmly, in this crotch of the slender branchlets. Now, who made this nest? You know



A Summer Home. (No. 1.)

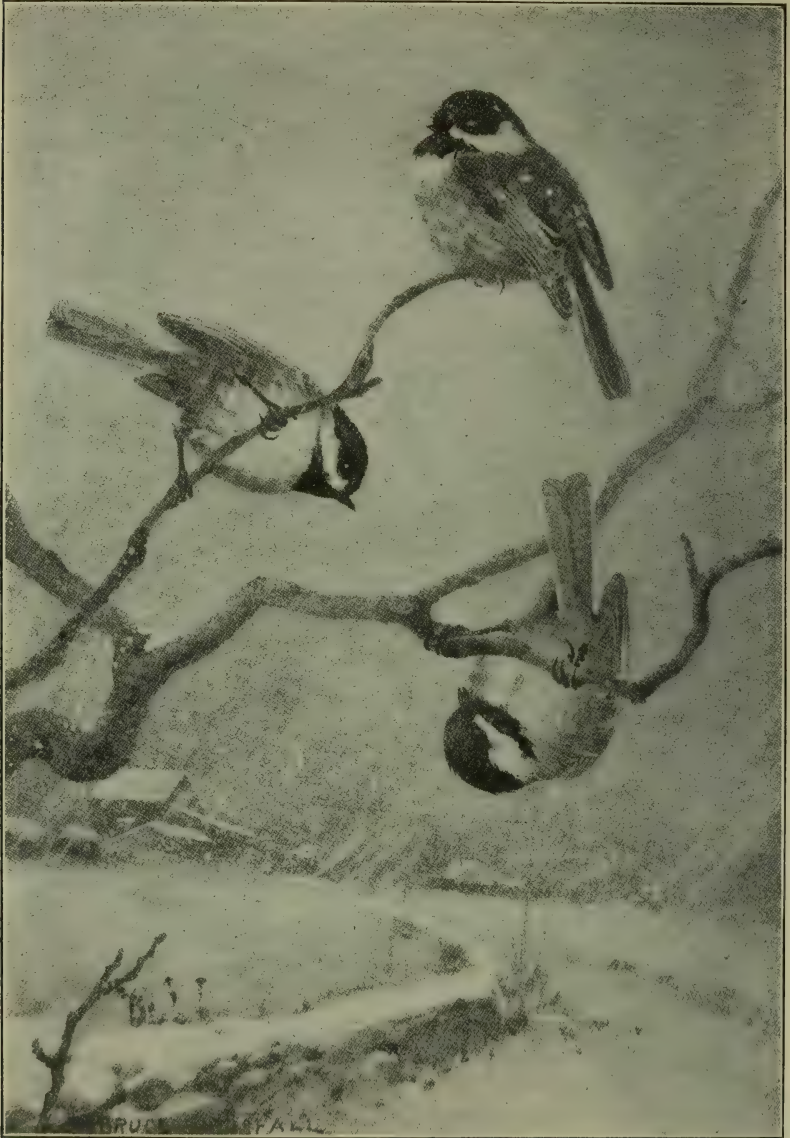
circumstantial evidence convicts criminals and a man or women sometimes goes to his or her death upon it. Well according to circumstantial evidence this nest was made by a pair of chickadees. But, no, that is impossible, for "the books say" the chickadee nests "in a cavity made in a decayed stump, entering from the top or side; composed of wool or inner fur of small mammals firmly and compactly felted. Sometimes moss and hair are used, and a lining of feathers." Of course, I could not see the lining of this nest.

In picture No. 2, herewith, you will see my suet-box tree, a red elm, planted similarly to the hard maple of the nest, only two trees to



Winter Boarders. (No. 2.)

the west, as it looked at the time the picture of the nest was taken in November last. The pair of chickadees supposed to be implicated can be only dimly seen, as their black and grey are so like the coloring



A Happy Family.

of the tree. One is eating suet from the box, the other is perched, and swinging in alert chickadee-style, on a branch of a wild grapevine near the water pan on the ground. These chickadees were with us all last winter, staying right on with us during the spring and summer, and

are here now as I write. Where did they have their nest I wondered and searched? Early in June they began to fly to the suet-tree with two of the tiniest and dearest youngster birds you ever could see. They always came from the direction (and returned) of the hard maple tree, as they had done for some weeks previous. People nowadays leave no decayed trees and stumps, so what can poor chickadees do? Can she adapt herself to changed surroundings, as it said the disappearing catbird can not? And was this an adaptation? or is it the nest of some other bird? I have not been able to recognize it. Perhaps some readers of "Arbor and Bird Day" can do so.

There are birds that build near the extremity of a horizontal limb. The scarlet and summer tanagers do, but they are too large for so small a nest. Likewise, the redstart and flycatcher build from 5 to 20 or 30 feet from the ground. But none of these birds were in evidence in this immediate vicinity during nesting time, nor were any other birds, so far as I had observed, of the small kinds that build



HORIZONTAL BRANCHES OF SWAMP WHITE
OAK.

This Circular Bed of Foreign Flowers May Be Allowable in This Case, But It Belongs to the Gardenesque Style. The Prairie Spirit Suggests American Blue Bells or Canada Lily Fringing the Shrubbery. (Graceland.)

such a nest in such a position. So, by process of elimination, it must have been the chickadees. Of necessity the picture had to be taken so far away, that the nest appears very tiny, indeed, even more so than it was. It may be, however, like the "Man in the Iron Mask," forever in doubt.

EVERYONE CAN APPLY THE PRINCIPLE OF REPETITION.

[From "The Prairie Spirit in Landscape Gardening."]

How the "prairie spirit" has been brought into the daily lives of rich and poor, in city, suburbs, and country, in all parts of the prairie state.

Anyone can discover the magical part played by repetition in the Illinois landscape simply by walking or driving to the nearest high spot that commands a broad view of the prairie. How eagerly does the stranger look forward to his first glimpse of the prairie and what an unforgettable experience it is! The first thing that strikes everyone is the bigness of it, for it seems infinite, as the ocean does. But as your glance instinctively follows the gentle, wave-like roll of the land, it comes to the place where land and sky meet and there it stops. The prairie horizon has been called "the strongest line in the western hemisphere." You may try to look at something else, but your eyes will keep coming back to the horizon until you follow it around the circle.



Idealize the Farm View, e. g. Frame It With Haws, Crabs, or Honey Locust.

No wider view is possible on earth, when you can see all the land-circle and half the sky-circle simply by turning on your heel. To get an experience like this people often climb high mountains, sometimes with danger, always with difficulty and expense. But the Illinois farmer can get his broad view with little effort and no expense, simply by mounting a land-wave twelve or fifteen feet high. Do we Illinoisans appreciate our privileges and enjoy to the utmost the inspirational value

of these high places? If not, we are lucky when our memory is jogged by some stranger who says he has come 5,000 miles just to see the prairie; that Europe has nothing like it; and that the prairie is the most characteristic scenery on the American continent. But, however, we Illinoisans may differ in our appreciation of scenery, we generally agree that the greatest prairie view is the one that enables you to follow the line of the horizon "clear round the world."

After discovering the overwhelming importance of the horizontal line comes the second revelation. You notice an absence of spectacular forms; there are no steep hills, pointed rocks, or spiry trees; all vertical lines are obscured. At first you are a little disappointed, because you are used to picturesque or romantic scenery, and here is something very different. Then your curiosity is aroused as to what can be the secret of the prairie's beauty. For the prairie is obviously beautiful, but its beauty is hard to define. You begin to study the main features of the scenery and find that there are usually five—land, sky, woods, crops and water. Next you notice that the distant woodlands have



These Ash Trees Were Cut Down for the Usual Reason, "They Harmed Ten Rows of Corn."

level or gently rounded tops; that the corn crop is level, as well as the ground; and if there be a lake or river, that, too, is level. If the prairie looks its best there will be fleecy clouds in the sky, sailing towards the horizon like fleets of flat-bottomed ships. Then it gradually dawns upon you that the essence of the prairie's beauty lies in

all these horizontal lines, no two of which are of the same length or at the same elevation, but all of which repeat in soft and gentle ways the great story of the horizon.

Thus, you have learned straight from nature the great law of repetition, the importance of which can be quickly verified when you get back to your library. For Ruskin, in his "Elements of Drawing," explains that repetition is one of the nine laws of composition that are fundamental to all the fine arts. After describing the law of principality (by which he means making one feature more important than all the rest), he says, "Another important means of expressing unity is to mark some kind of sympathy among the different objects, and perhaps the pleasantest, because most surprising, kind of sympathy is when one group imitates or repeats another; not in the way of balance or symmetry, but subordinately, like a faraway and broken echo of it."

THE AMERICAN PASSENGER PIGEON.

The last American passenger pigeon died a few months ago in Cincinnati. The species is now extinct. People not yet very old can remember how abundant it was in their boyhood and the early writers tell us it existed in such countless millions that the bishops of the church felt called upon to interdict it! In Audubon's day and later the eggers were gathering hundreds of thousands of eggs from the wonderful sea-fowl nesting places on the rocky islets of the Gulf of St. Lawrence. To-day there are but three of these nesting places left, happily now, we think, about to be set apart as bird reserves. The white man in America has killed off the great auk and the Labrador duck and he has pressed to the verge of extinction these other birds: the wild turkey, the whooping crane, the trumpeter swan, the golden plover, the Hudsonian godwit, while the willet and the dowitcher are on the same declining path.

Remember—once gone, these birds can never come back!—*New York School Bulletin.*

WATCH THE BIRDS.

Do not bury the observance of Bird Day in elaborate indoor exercises. If possible, take the children out where the birds are; to the woods, if in the country, to the parks, if in the city. But if the weather is too forbidding and all the time must be spent indoors, tell the children why this day is set apart for the birds, call attention to their value in destroying injurious insects, grubs and caterpillars, the seeds of troublesome weeds. Find out what the children know about the birds and let them tell about it. Encourage them to watch for the birds and to watch their doings; to make shelters and boxes that will invite them to nest about the schoolhouse or home.—*New York School Bulletin.*

BIRD LIFE AN ASSET.

"The axe and the rifle were indispensable to the pioneer, but the shotgun and the woodpulp mill are evils as direful as any that menace the human race today.

"Let us review briefly some of the aspects of bird life in the Mississippi Valley during the past forty years. At the close of the Civil War, and even later, the wild pigeon was so abundant in this region that, during the fall migration, they were slaughtered in such immense numbers that they were sold by the bushel and barrel. They were offered for sale on the streets of Columbus, Ohio, by the wagon load.

WOULD PRESERVE BIRD LIFE.

"Those of you who grew to manhood in Illinois, will remember the marvelous flights of aquatic birds over our prairies in the period from 1865 to 1875. These birds passed northward in such numbers as to fill one with astonishment. Swans, Canada geese, whooping cranes, snow geese, white-fronted geese, brants, mallard ducks, pintail, red-

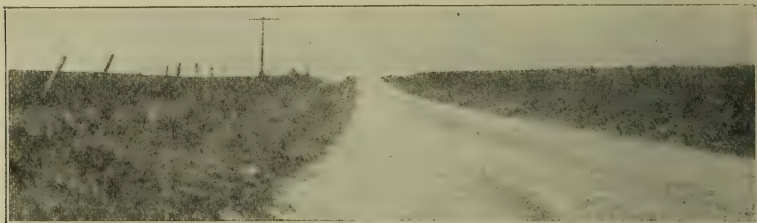


Arbor Day Outdoors.

heads, shovelers, green-winged teal, wood ducks, and many other varieties common at that time. Beside these birds there were seen countless numbers of plover, snipe, woodcock, curlews, killdeer and other wading and diving birds, each and every one of them bent on reaching some safe and sequestered breeding ground in the far north. Some of these, like the golden plover and the buff-breasted sandpiper pass in beyond the Arctic circle.

"The flight of these aquatic birds seemed to drive men insane with the lust for killing. They were hunted with shotguns, muskets, and even howitzers mounted in the prows of boats.

"When we attempt the study of that myriad host of little friends which come about our orchards, hedgerows and local woods, our warmest sympathy and admiration are at once aroused. They are the friends which flit about our gardens, creep along the tree trunks and flit among the branches of our shade trees ridding them of harmful insects. Coming from the southland each season, they pause to rest after their long flight, and then disappearing on their northern journey to some quiet swamp or woodland where they may build their nests and rear their broods in safety. Some, like the martin, the robin, the catbird, the brown thrasher, the oriole, the barn swallow and the wren stop with us and are not afraid to build their homes near ours.



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SHOULD EVERY MILE OF ILLINOIS ROAD BE LIKE THIS?

Some Farmers Believe That Bare Roads, Decorated Only With Poles, Wires, Fences, and Weeds Have a Depressing or Deadening Influence Upon Their Families.



Old Friends.—On J. V. Smith Farm, Near LeRoy, Illinois.

"It is toward this group that the work of the teachers and young student will most easily be directed. Such birds appeal at once to the imagination and sympathies of children.

ADD BEAUTY TO LANDSCAPE.

"They add beauty of form, color, and sound to our landscapes, demanding little in return beside the privilege of our somewhat in-



This Land Would Raise Good Corn But This is a Better Crop.—*J. V. Smith Farm, Near LeRoy, Illinois.*



Jennie Wren Bungalow.

different hospitality. No praise seems appropriate, no expressions of gratitude adequate to their usefulness to man. We take them as a matter of course, as we do the storms and sunshine. But the phenomena of weather and seasons are beyond our control, while the conservation of our bird life is simply a matter of intelligent procedure.

"Let me say in conclusion, that nothing appeals more forcibly to children than the facts of bird life. The weird story of migration, the conflict with the elements, the struggle for subsistence, the eluding of enemies, the search of quiet nesting places, wonderfully constructed nests, the curious markings of eggs, the mysterious process of incubation and brooding, the fidelity of the parent birds, the constant labor to obtain food for the nestlings, the fledging, the flight from the nest, the songs, the battles, the assembling of flocks, and the return flight to the southland at the beckoning of sun—all appeal to the child with a peculiar significance. When properly presented to the child they make him a bird friend for life, ever ready to assist in promoting the welfare of his feathered companions.

"If we shall ever succeed in suppressing the snare-coward, the air-rifle, the automatic shotgun and the game hog it will be through the efforts of sanely humane but dead-in-earnest men and women, such as have assembled here to-day. All wild bird life is the property of the nation. Let us strive to make Illinois a state-wide bird reservation."



Ready for a Cross-Country "Hike."

THE VOICES OF THE BIRDS.

When we think about birds, the first thing that comes to our minds is generally their grace and the beauty of their smooth, silky feather covering. No other animals have such a wonderfully sleek, soft surface, or more beautiful colors and patterns. So much has been written on this subject and so many colored pictures have been put before the people that there is now no excuse except indifference why everyone should not know by sight most of our lovely American birds. And let me say that no country outside the tropics has more varied or more beautiful birds than have we right here.

But feathers are not the only feature wherein birds differ from the rest of the animals. Birds are the only creatures that have pleasant, musical voices and express their emotions in song. To the person who enjoys outdoor living, spring would hardly differ from fall but for the bird voices, and to know the little globe-trotters by the sounds they make is to reach out a sympathetic hand to the very heart of nature. Who, knowing the soft, gentle, quavering call of the blue-bird, has not thrilled to its message in the first warm days of spring, almost before the frost is out of the ground? Or the cheery trill of the field sparrow?—all the pastoral simplicity and humble contentment in the world ring in that sweet, unpretentious little song.

Perhaps in May, when the earth smells warm and the trees have put out the first film of tender green and the woods call strongly, you may hear a bird song that at first sounds like a robin's, but is a little too varied and rich, sweeps up and down through a deeper scale, or has a more vibrant quality. Do not leave that song till you have seen the singer! For it is a rarer bird than the robin that is singing and it is quite certain to be one of the brilliantly beautiful creatures, a rose-breasted grosbeak or a scarlet tanager. In either case you will be richly rewarded for a patient search. Neither bird is actually rare in New York State, yet how few we see! *Learn their notes* and see how common they are. True, they are shy, and like most birds, generally keep out of sight of the noisy and careless human beings that go crashing and talking through the woods. But he who has interest and patience to move slowly and quietly, or better still, to sit motionless for a few minutes at a time in the woods, will be rewarded in most unexpected ways and get intimate and personal glimpses into many secretive and shy little lives that he would otherwise never guess the existence of. It is not time wasted to pass an afternoon, or a morning, or a day, in this quiet, receptive visiting with nature. Walks cross-country take on a new significance and interest; summers in the mountains present rich new fields to conquer, with the tinkling, silvery, tinsel song of the winter wren as a background and the indescribably beautiful flute-playing of the hermit thrush as a rare treat for those who have a little patience. In all my travels in Mexico, Alaska, California, Florida or South America, where I have heard the songs of many distinguished and beautiful birds, I have never heard anything to surpass the serene and tender hymn of our hermit thrush, and after all the years of familiarity with it, I still experience the same thrill of wonder when, in some cool and quiet

mountain glade, I hear this perfect, crystal song. And while our commoner wood thrush lacks the sustained tones and calm leisure of the hermit, its voice is no less beautiful, and its rich alto notes stir a chord closely akin to that struck by its shy, forest-haunting cousin. All our thrushes have this same beautiful quality of tone that, so far as I know, is shared by no other birds.

So little have we noticed this wonderful thing that birds alone can do, that we have almost no words in our language with which to describe or talk about it. It is as intangible as the fragrance of flowers, and as mysterious. This, I think, is perhaps the principal reason why each person should make the slight and pleasant effort to solve for himself the little riddles that reach his ear on his summer walks in the woods and fields. Catch the notes if you can, see if you can not whistle them; perhaps when once firmly in your brain, you can reproduce them on piano, flute or violin. They are intangible, waverous, evanescent things, and our musical notation is still too hard to lend itself to them, but if you can get them on record you will really help to enrich our musical language.—*Louis Agassiz Fuertes in New York School Bulletin.*

A BIRD'S NEST.

Over my shaded doorway,
Two little brown-winged birds
Have chosen to fashion their dwelling,
And utter their loving words.
All day they are going and coming
On errands frequent and fleet,
And warbling over and over—
"Sweetest, sweet, sweet, O sweet!"

Their necks are changeful and shining
Their eyes are like living gems,
And all day long they are busy,
Gathering straws and stems,
Lint and feathers and grasses;
And half forgetting to eat;
Yet never failing to warble,
"Sweetest, sweet, sweet, O sweet!"

I scatter crumbs on the doorsteps,
And fling them some flossy threads;
They fearlessly gather my bounty,
And turn up their graceful heads,
And chatter, and dance, and flutter,
And scrape with their tiny feet,
Telling me, over and over,
"Sweetest, sweet, sweet, O sweet!"

What if the sky is clouded?
What if the rain comes down?
They are all dressed to meet it,
In waterproof suits of brown.
They never mope nor languish
Nor murmur at storm or heat,
But say—whatever the weather—
"Sweetest, sweet, sweet, O sweet!"

Always merry and busy—
 Dear little brown-winged birds,
 Teach me the happy magic
 Hidden in these soft words,
 Which always, in shine or shadow,
 So lovingly you repeat
 Over, and over, and over,
 "Sweetest, sweet, sweet, O sweet!"

—*Florence Percy.*



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OR WOULD YOU LIKE SOME OF THIS OCCASIONALLY?

Some Farmers Can See Beauty in Ordinary "Brush" Even When the Bushes Are Not in Flower, and Are Willing to Have Trees Along the Roadside, Trusting That the Birds Will Keep the Insects in Check. (Wildwood Avenue, Graceland Cemetery.) All Trees and Shrubs Planted Here Are Native.

SCHOOL MEMORIAL TREE.

[By MRS. W. L. ARNOLD, Member Lincoln Highway Committee,
Conservation Department, Illinois.]

"*The Lincoln Highway* will be an evolution—none of us will see its completion, but will always have the feeling that in assisting in the building of this highway we are doing something real for the future."

With this thought the General Federation of Women's Clubs, through its conservation department, has undertaken the task of planting and beautifying the 3,400 miles of boulevard connecting New York and San Francisco. The Lincoln Highway stands for permanent good roads in the United States and each of the thirteen states through which it passes will be responsible for the planting of trees and shrubs and the construction of fountains and bird houses on the highway and its main tributaries.

Through the efforts of the Conservation Department of Illinois much planting will be done during the coming year. The Lincoln Highway Committee is very anxious to interest the public schools in this work and asks the cooperation of teachers and school children believing they will respond with deep interest and that they will want to assist in the planting of the road that bears the name of Lincoln.

In the celebration of Arbor Day this year, can not each school in Illinois plant one *memorial tree* upon the Lincoln Highway or a road leading to the highway? If such a movement were started it would awaken a desire for better country conditions and lead to further planting that, in a few years, would give to Illinois, not only a beautiful highway, but a splendid park system throughout the State.

The schools in and near Springfield will be especially interested in planting memorial trees on the road that leads from the old home of President Lincoln to the Lincoln Highway. It is hoped that the manual training schools will cooperate in this work and feel that they would like to be responsible for the construction of bird houses along the Lincoln Highway and its tributary roads. The shelter and protection of the birds is becoming more necessary as we do not have birds enough to protect the agriculture of the country. This roadside planting means more than merely beautifying a highway—it means a study of the use and preservation of plant and bird life, natural scenery, national parks and playgrounds and the places of historic interest in our own country.

AN INVITATION TO THE COUNTRY.

Already, close by our summer dwelling,
 The Easter sparrow repeats her song;
 A merry warbler, she chides the blossoms—
 The idle blossoms that sleep so long.

The bluebird chants, from the elm's long branches,
 A hymn to welcome the budding year.
 The south wind wanders from field to forest.
 And softly whispers, "The spring is here."

Come, daughter mine, from the gloomy city,
 Before those lays from the elms have ceased;
 The violet breathes, by our door, as sweetly
 As in the air of her native east.

Though many a flower in the wood is waking,
 The daffodil is our doorside queen;
 She pushes upward the sward already,
 To spot with sunshine the early green.

No lays so joyous as these are warbled
 From wiry prison in maiden's bower;
 No pampered bloom of the greenhouse chamber
 Has half the charm of the lawn's first flower.

Yet these sweet sounds of the early season,
 And these fair sights of its sunny days,
 Are only sweet when we fondly listen
 And only fair when we fondly gaze.

—Bryant

BIRD TRADES.

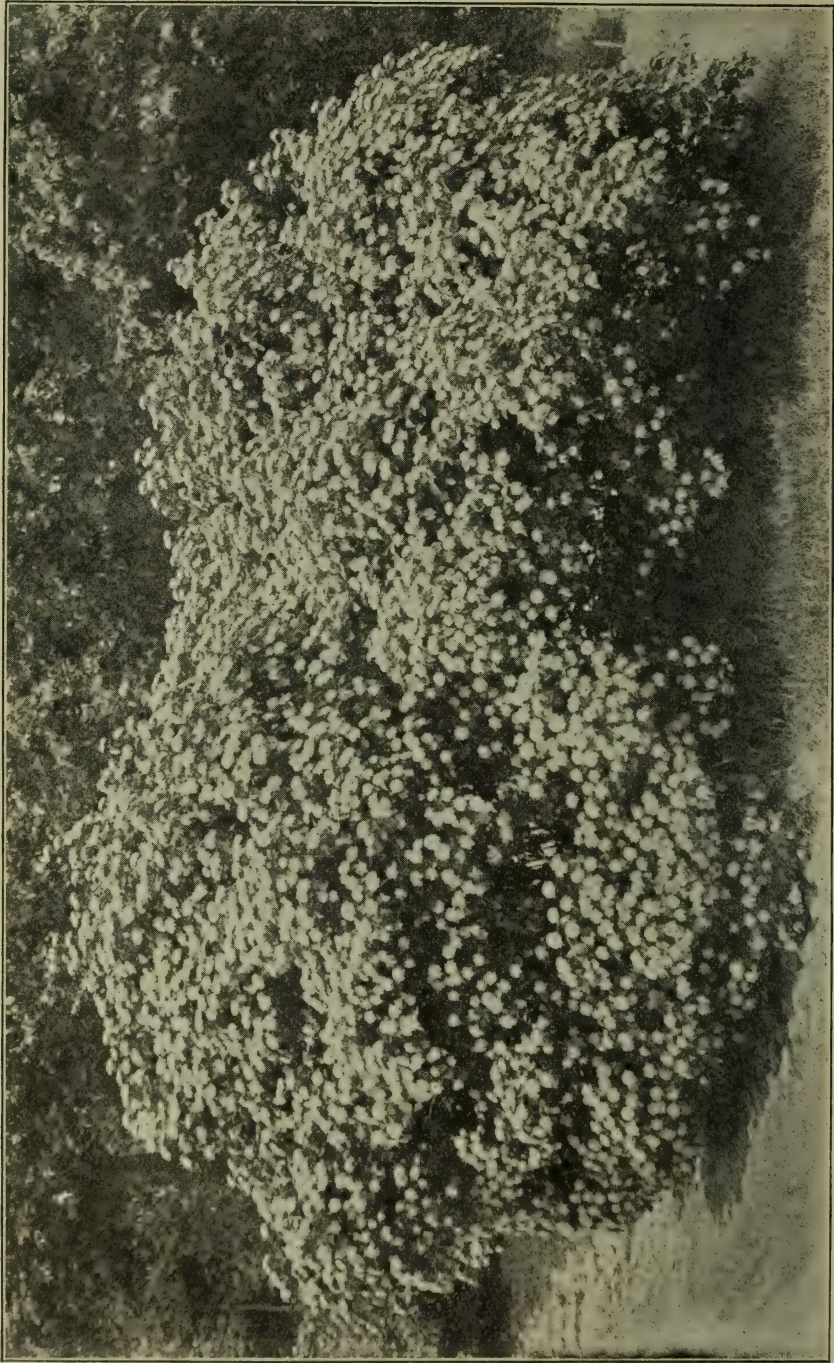
The swallow is a mason,
 And underneath the eaves
 He builds a nest, and plasters it
 With mud and hay and leaves.

Of all the weavers that I know,
 The oriole is the best;
 High on the branches of the tree
 She hangs her cosy nest.

The woodpecker is hard at work—
 A carpenter is he—
 And you may hear him hammering
 His nest high up a tree.

Some little birds are miners;
 Some build upon the ground;
 And busy little tailors, too,
 Among the birds are found.

—Selected.



The Downy-Leaved Arrow-Wood for Foundations.



Circular No. 98.

**Instructions to School Officers
For the Keeping of Records
Preparatory to Making
the Annual Report**



Prepared by
W. Y. LUDWIG

F. G. BLAIR
Superintendent of Public Instruction
Springfield, Illinois

[Printed by authority of the State of Illinois.]

CIRCULAR NO. 98.

INSTRUCTIONS TO SCHOOL OFFICERS FOR THE KEEP- ING OF RECORDS RELATIVE TO MAKING THE ANNUAL REPORT AS REQUIRED BY THE SUPERINTENDENT OF PUBLIC INSTRUCTION.

FOREWORD.

Illinois contains 11,816 school districts, 11,284 of which have a population of fewer than 1,000 inhabitants and are governed by boards of school directors; 405 districts are governed by boards of education (including 33 special charter districts), 372 of which have a population of 1,000 or more and not exceeding 100,000 inhabitants; one district has a population exceeding 100,000 inhabitants; 126 districts are governed by township high school boards. These different boards transacted a volume of business amounting to \$52,000,000 last year (1915), which was handled by 1,657 township treasurers. They also provided instruction for 1,064,221 pupils in 13,485 buildings with 32,820 teaching positions.

Section 4 of the School Law requires the Superintendent of Public Instruction to designate the particular statistics relating to schools which school officers are required to furnish for the report to the governor for the use of the Legislature and the public in general, as provided in section 3, paragraph 12, School Law. No specific plan has been provided the different districts for keeping their records, in order to furnish this information when required. The plan suggested herein can be adopted by the different boards, changing it to suit the individual needs of the districts but retaining the main features required in the annual report.

NEW BLANKS.

In the year 1912 a new system of report blanks was adopted by the Superintendent of Public Instruction conforming as nearly as possible to those required by the United States Commissioner of Education at Washington, D. C. These blanks are the same for the current year (1916) except in some minor detail and some additions to meet the demands of new laws.

This system of blanks requires the initial report to be made by the teacher or principal of the building, consisting of about twenty-five items pertaining to general information concerning the school, viz., enrollment by grades, length of term, number of teachers, their qualifications, days attendance, etc., which is to be made out in duplicate and one copy filed with the county superintendent and the other copy to be left with the clerk of the school board at the close of school. To this the clerk or secretary of the board is to add the census of minors and school age, that is to be taken about the middle of June, the tax levy for the preceding August, value of school property, illiteracy, endowment, etc., and file with the township treasurer of the school township in which the school building is located. The township treasurer is to consolidate this report with the financial part of that district, as shown by his account book, for the year ending June 30, together with those of other districts in the township, and file with the county superintendent who again consolidates by school townships and forwards to the Superintendent of Public Instruction. The blanks for the above reports are furnished by the State.

TO BE FILLED OUT BY TEACHER OR PRINCIPAL IN CHARGE OF BUILDING

TEACHERS' ANNUAL REPORT

YEAR OF 1915-16

Name of
School.....

Dist.

No.

County, Illinois.

1. School census:

All Under 21 Years of Age.		
Boys	Girls	Total

All Between 6 and 21 Years of Age.		
Boys	Girls	Total

Date of Census:

June.....1916

Elementary

Kindergarten	1st Yr.	2nd Yr.	3rd Yr.	4th Yr.	5th Yr.	6th Yr.	7th Yr.	8th Yr.	Total
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls

2. Enrollment

Secondary (High)

9th Yr.	10th Yr.	11th Yr.	12th Yr.	Total	Grand Total	
Boys	Girls	Boys	Girls	Boys	Girls	Girls

- 2a. How many of the above were enrolled in some other district of this State before enrolling in this district, during the year?.....Boys.....Girls.....Total.....
3. Length of school year in months:..... Actual number of days school was in session:.....
4. Number of vacancies caused by death?..... Resignation, etc.?..... Change of teachers for spring term?..... Total.....
5. Number of eighth grade graduates or promotions..... Boys..... Girls..... Total.....
6. Number of elementary tuition pupils attending this school..... Boys..... Girls..... Total.....
7. Number of high school graduates..... Boys..... Girls..... Total.....
8. Number of high school tuition pupils attending this school..... Boys..... Girls..... Total.....
9. Administrative officers (does not apply to one-room districts):
 (a) Superintendents who do not teaching..... Men..... Women..... Total.....
 (b) Principals and Supervisors who teach less than half time..... Men..... Women..... Total.....
10. Teachers and principals who teach half time or more (if more than one person has taught in a room only count the one teaching the longer part of the term)..... Men..... Women..... Total.....
11. Total number of teaching positions (sum of 9 and 10) (show only the actual positions)..... Men..... Women..... Total.....
12. Qualifications of teachers: Number graduates of a College and State Normal School?..... A College only?.....
 A Normal School only?..... A four-year High School only?..... If not a graduate, how many have attended a college?.....
 ? A State Normal School?..... A High School?.....
 (Give only highest graduation or attendance of each teacher at work at end of term. The total must not be more than No. 11 above.)
13. Amount of annual salary earned by teachers: Men, \$.....; Women, \$.....; Total, \$.....
 (If a position has been held by more than one person, give as annual salary the sum earned by all for the sex holding the position longest.)
14. Total days' attendance of all pupils enrolled.....
15. Number of teachers contributing to the Illinois State Teacher's Pension and Retirement Fund..... Total amount contributed.....
16. Number of school houses:..... Public..... Rented..... Total.....
17. Number of sittings for study (capacity) (double seats to be counted as two sittings).....
18. Value of school property:
 (a) Sites and buildings..... \$.....
 (b) Equipment (furniture, library, apparatus, etc.)..... \$.....
 Total..... \$.....
19. Give length of service in this district of teachers holding positions at close of school: 1 yr.?..... 2 yrs.?.....
 3 yrs.?..... 4 yrs.?..... 5 yrs.?..... 6 yrs.?..... 7 yrs.?..... 8 yrs.?..... 9 yrs.?.....
 10 yrs.?..... 11 yrs.?..... 12 yrs.?..... 13 yrs.?..... 14 yrs.?..... 15 yrs.?..... 16 yrs.?.....
 17 yrs.?..... 18 yrs.?..... 19 yrs.?..... 20 yrs. or more?..... (Count part of a year as a year.)
20. Promotion of health: Number of nurses employed?..... Physicians?..... Amount paid nurses?..... Physicians?.....
 Number of pupils examined for physical defects or contagion?..... Number found affected?..... Number of homes visited by nurse or inspecting officer?.....
- Promotion of attendance: Number of truant officers employed?..... Men?..... Women?..... Amount paid truant officers?.....
 Number of children not attending school between the ages of 7 and 14?..... 14 and 16?..... Number of children arrested and placed in charge of teacher?..... Number sentenced by a court?..... Number of school and age certificates issued?.....
21. Amount of all taxes levied for school purposes, made August 1915..... \$.....
22. Amount of bonded indebtedness, July 1, 1916..... \$.....
23. Number of volumes in library exclusive of supplementary reading books for class use.....
24. Number of private schools in the district?..... Number of teachers employed?..... Men?..... Women?..... Number of pupils enrolled in elementary grades (1st to 8th): Boys?..... Girls?..... Secondary Grades (9th to 12th): Boys?..... Girls?..... College Grades (13th to 16th): Boys?..... Girls?.....
25. Number of persons between the ages of 12 and 21 who are unable to read and write: Boys..... Girls..... Total.....
26. Have you any departmental teaching below the high school?..... If so, which years?.....
27. Amount of endowment or permanent fund belonging to this district (not township fund)..... \$.....
 (If you are unable to obtain the information called for in questions 1, 18, 21, 22, 25 and 27 readily, let the items remain blank.)

TEACHERS' ANNUAL REPORT.

About the middle of April, or just before the close of school in those districts having a shorter term than eight months, the county superintendent will send two teachers' annual report blanks as shown herewith, to each building in the county, which are to be filled out at the close of school and one copy forwarded to the county superintendent for his files and the other copy to be filed with the clerk of the board with the other statements, or schedules as required in section 184 of the School Law, before receiving the warrant for the last month's salary. In those districts having a superintendent and two or more buildings, enough copies of the blank should be sent to the superintendent for each principal to make a single report of his building and sub-district to the superintendent who is to consolidate for all the buildings of the district and make out the consolidated report in duplicate and forward one copy to the county superintendent and file the other with the clerk of the school board.

ITEMS.

Items 1, 18, 21, 22, 25 and 27 should be left blank unless the correct data can be supplied by the teacher or superintendent, in which case these items may be supplied. The other items of the report can be obtained from the classification record or daily register or through either personal knowledge or investigation by the teacher.

In all districts, and especially in those districts governed by a board of education and having two or more elementary buildings, the teacher or principal may be employed to take the enumeration in each district or subdivision of the district, as required in section 36 of the School Law, in order to furnish the information called for in section 3 of the same act. This enables the principal to have definite information pertaining to items 1, 20, 24 and 25, for each district or subdivision.

Township high school districts are not required to take a census as they do not share in the distributive fund.

Item 2. Do not enroll any pupil more than once, but give each pupil that has been enrolled during the year. If a pupil has been enrolled in two or more years' work during the year, consider the one in which he was last enrolled. If the school year is divided into two semesters, treat those graduating and leaving school at the end of the first semester, as of the last semester. This will show the total number of different persons enrolled, but no one twice.

Item 2a should be considered when pupils are enrolled during the term. This item is to include only those who have been enrolled in some other district of this State during the school year before enrolling in this district, or to indicate those moving from one district to another, whereby they enroll in two or more districts during the year.

Items 9, 10 and 11 pertain to teaching positions and should any position have several teachers during the year, count the position as being filled by the person serving in the position longest. Give only one teacher for each position.

Item 12 should not contain more teachers than is shown in item 11, and then only one qualification for each teacher above an elementary education. If a teacher has attended a State normal school and a university, give only the university qualification. If the teacher has had the work of a State normal high school only, then the qualification should be classed as high school and not State normal school.

Item 18 should be ascertained by deducting from the original cost 3 per cent if a brick or stone building and 5 per cent for a frame building for each year it has been built, minus the amount paid for paint and repairing, plus the value of the site and the per cent of increase in cost of building material and labor since its construction.

The following one-room rural school built ten years ago can be used as an illustration:

Value of site and building:

Original contract for building.....	\$1,600 00
Depreciation, 10 years @ 5% (50%).....	800 00
Net value (less painting and repairs).....	\$800 00
Painting twice outside.....	120 00
Painting inside and varnishing desks.....	40 00
New chimney for inside heater.....	40 00
Cement floor for porch.....	30 00
Changing windows to left side and closing and painting old openings.....	60 00
Increase in value of material and labor during the ten years (10%).....	160 00
Present value of building.....	\$1,250 00
Value of site, 1¼ acres @ \$200 per acre.....	250 00
Total value of site and building.....	\$1,500 00

Value of equipment:

Forty desks @ \$1.00.....	\$40 00
One table @ \$2.00.....	2 00
One chair @ \$3.00.....	3 00
Four chairs @ 50c.....	2 00
One set of maps in case.....	8 00
One globe.....	2 00
Five sections Globe-Wernicke bookcase.....	10 00
One hundred books @ 25c.....	25 00
One Webster's New Unabridged Dictionary.....	8 00
Total equipment.....	100 00
Total value of plant.....	\$1,600 00

Items 20 and 25 will require some investigation to ascertain the number between 7 and 16 not enrolled in school, either public or private, and the number between 12 and 21 unable to read and write. In the 10,312 rural districts this information can be obtained by making a survey of the district showing the number of families residing therein, the number of minors in each and in the two classes mentioned above, by asking some of the larger pupils enrolled in school. Have the same verified by some patron who has resided within the district for several years. In the larger districts reference can be made to the census sheets of the enumeration taken in June or by referring to the truant officer.

Item 25 may be obtained from the person in charge of such school. This information is desired for the purpose of obtaining the number between 7 and 16 not enrolled in some school, public or private, and to ascertain the number violating section 274 of the School Law.

The separate schedule as required in section 186 of the School Law for each portion of a district lying in two or more townships or counties, is not necessary for statistical purposes since the adoption of the Teachers' Annual Report as the initial blank. Items 2 to 29 of this report are to be sent to one township treasurer only, the treasurer of the township in which the school-house is located. If pupils are attending school from another district under section 121 of the School Law, then separate schedules may be required to show the days' attendance of the tuition pupils that the directors may ascertain the amount of tuition to collect. If a flat rate is named in the permit then no extra schedule is needed.

HIGH SCHOOL REPORTS.

High school work will hereafter be reported on a special high school report, to supersede form 2. This report will contain high school matter only, and will be due from all high schools, whether giving one, two, three or four years' work. Two copies should be made by the principal of the

high school; one for the school records, the other for transmission to the county superintendent, who will file the same with the Superintendent of Public Instruction.

DIRECTORS.

The clerk of the school board is to fill in items 1, 18, 21, 25 and 27 of the teachers' annual report filed with him at the close of school, if not filled out by the teacher or superintendent, and file the same with the township treasurer of the township in which the schoolhouse is located, about July 1, not later than July 7, as per section 113, School Law.

The Directors' Census Report blank is to be used by the clerk of those districts that lie in two or more congressional townships, in which case a separate report of the census must be made to the treasurer of each township for that portion of the district that may lie in his township. The first item in the Teachers' Annual Report is the same as the Directors' Census Report and if the former has been filled in for the township in which the schoolhouse is located, then no Directors' Census Report need be filed with the treasurer receiving the Teachers' Annual Report. All other township treasurers are to receive a Directors' Census Report for that part of the district in their township.

The 405 districts governed by a board of education (or special charter) and the larger village districts governed by a board of directors, especially those employing five teachers or more, are requested to keep their record of orders issued, or items of expenditures, in a book (10 by 15) or loose leaf record ruled in a manner suggested by the form shown herein. These books are not furnished by the State. The illustration shows the orders issued at two regular meetings. In the larger school systems this page should be made deep enough to hold fifty orders. Some city school boards have a system much larger and more complete than the one here suggested, but with a different division of expenditures. Those districts can use a loose leaf monthly balance sheet ruled as herein suggested with the names of the buildings in a column at the left, and columns ruled with headings as shown. At the end of the year, June 30, these different monthly balance sheets can be consolidated into one and the expenditures of the year shown. Thus the amount paid for general control can be seen at a glance and dividing by the number of pupils enrolled will give the per capita cost for any item.

DIVISIONS OF EXPENSE.

This division of school expenditures is similar to the division of expenditures adopted at a meeting of State superintendents with the United States Commissioner of Education in St. Louis, February, 1912. The current or running expenses are divided into five general divisions: General Control, Instruction, Operating Plant, Maintenance and Auxiliary Agencies with their subdivisions as follows:

General Control.

42a. School boards and business offices.

(All items of expense of school boards, such as clerk's salary, clerk or stenographer in the superintendent's or board of education office, attorney fees, expense of committees, diplomas, records, commencements, etc.)

42b. Compulsory attendance.

(Truant officer and expense of enforcing Sec. 274, School Law.)

42c. Superintendents who do no teaching.

The three items above are considered as executive or "overhead" charges.

Instruction.

43a. Superintendents and principals who teach less than half time.

43b. Teachers and principals who teach half time or more.

43c. Textbooks, stationery, supplies, etc.

(Everything used for classroom instruction, such as supplementary readers, chalk, examination paper, pencils, tablets,

EXPENDITURES OF ROSELAWN DISTRICT, No. 112, VERMILION COUNTY, ILLINOIS.

(As per order book)

(Left page)

Date	To whom	For what	No. of or-der	57	TOTAL.	42a School bus, and business expenses	42b Compu- sory at- tendance	42c Supts. who do teaching	43a Supts. and prin. who teach less than half time	43b Teachers and aids who teach half time or more	43c Text- books, stationery, supplies, etc.	43d Interest on teachers' orders.
1915												
Sept 6	Woodbury Book Co	Bill File	76		250	250						
"	Howard Sullivan	Attorney fee	77		1000	1000						
"	W. M. Welch Mfg Co	Exam. paper	78		850	850					850	
"	W. K. Shields	Shoe repairs	79		1600	1600						
"	Woodbury Book Co	Dictionary	80		1080	1080						
"	Benjamin Temple	Piano	81		25000	25000						
Oct 4	Oliver Tilton	Teaching	82		10000	10000				10000		
"	Edith Mellich	"	83		6000	6000				6000		
"	Maud Jennings	"	84		6000	6000				6000		
"	Helen Dague	"	85		7500	7500				7500		
"	James Lewis	Lanitor	86		2500	2500						
"	Dwight Schultz	Oil mops	87		350	350						
"	E. P. Partlow	Insurance	88		1750	1750						
"	Interstate Water Co	Water	89		125	125						
"	Danville Dist #18	Truition	90		2400	2400						
"	Oliver Tilton	Lanitor	91		1000	1000						
"	D. G. Williams	Truancy	92		1000	1000		1000				

material for laboratory specimens, domestic science, manual training, etc.)

43d. Interest on teachers' orders.

(Teachers' warrants, countersigned by the township treasurer, are the only school warrants that draw interest.)

Operating Plant.

44a. Janitors, engineers, etc.

(All persons employed in caring for plant.)

44b. Fuel, water, light, power, janitors' supplies, etc.

(School telephones can be placed under this head.)

Maintenance of Plant.

45. Repairs, replacements, insurance, etc.

(A new floor, roof, door, stove or furnace, pump, etc., that is to take the place of something worn out or broken, should be considered in this item. In case a new system of heating is installed, such as a steam plant to take the place of stoves, then the amount paid for the same, less the amount new stoves would cost, should be charged to Item 49, New Equipment.)

Auxiliary Agencies.

46a. Libraries.

(Not textbooks for classroom use.)

46b. Promotion of health.

(School nurses, physicians, etc.)

46c. Transportation of pupils.

46d. Night schools.

46f. Other expenditures.

(Practically all the common statutory provisions for the expenditure of district school funds are provided for above and in the items to follow, but in case there is some expense not enumerated, then this item may be used.)

Capital Outlay.

48. New grounds and buildings.

(All additions to buildings or grounds, special assessments for public improvements, or anything that adds value to the capital outlay that is not a replacement or repair.)

49. New equipment (not replacements).

(New desks, maps, tables, etc., that are not to take the place of others that are broken or worn out.)

Bonded Debt.

51. Bonds paid.

52. Interest paid on bonds.

Duplications.

55a. Other township treasurers.

55b. Tuition of transferred pupils.

AVERAGING.

The average amount expended for current expenses or the first five items shown above, for each pupil enrolled, last year (1915) was as follows:

General control.....	\$.96	3.2%
Instruction	22.43	75.9%
Operating plant.....	3.61	12.2%
Maintenance	1.95	6.7%
Auxiliary agencies.....	.59	2. %
Total.....	\$29.54	100. %

This same division of expense is carried throughout the township treasurers' report, the county superintendents' report and the superintendent of

public instruction's report. The number of each item as shown above is that used at the head of the columns in the township treasurers' and county superintendents' reports. The numbers left out of the consecutive order are those used to designate the total columns in the reports mentioned.

No place for receipts is shown in the illustration of orders issued but the columns for expenditures can be made narrower and a column placed at the left of the date column to show the amounts received by the treasurer. It is not the intention of the School Law that the funds and order book shall be held by the same individual, consequently no provision was made for a receipt column in the form shown herein.

TOWNSHIP TREASURERS.

Section 36 of the School Law requires the township trustees to make an annual report to the county superintendent on or before July 15, and as the township treasurer is *ex officio* clerk of the board of trustees, it becomes his duty, as township treasurer, to make this report, erroneously called the township treasurer's report, on account of his making it. This same section of the law also provides that "any township from which such report is not received in the manner and time required by law, shall forfeit its portion of the distributive fund for the next ensuing year."

Also sections 252 and 259 of the School Law indicate that it is the intention of the statutes to have this report made out and filed with the county superintendent by July 15. Therefore it behooves the township treasurer to get the teachers' annual reports from all the districts whose buildings are in his township and a directors' census report from all the districts whose boundaries extend into his township near July 1. If the township treasurer does not hear from the different clerks by July 1, he should get in communication with them by phone or otherwise.

TOWNSHIP TREASURER'S CASH BOOK.

The ruled form for a cash book as shown herein is the one suggested to be used with the form of account book now being furnished by the State. These cash books are not furnished by the State but can be obtained from blank book or stationery houses through the county superintendent, or your local printer can make one for you.

This cash book is to be used as an original entry book, showing the date on which an item was received or an order paid by the treasurer—not when paid by the treasurer's banker, the names of the payor or payee therein, the district number, order number and the amount. There is no "L.F." column but a "check" column instead that is to be used when the item has been posted or transferred to the account book.

TOWNSHIP TRUSTEES' ANNUAL REPORT.

The township trustees' annual report should contain the number and name of the several districts in his township, those districts having buildings of two rooms or more to be given first, then the one-room districts, leaving a blank line between the two divisions for the use of the county superintendent, as indicated below:

No.	Name.
69.....	Bismarck (3 rooms).
53.....	Alvin (3 rooms).
216.....	Bismarck T. H. (3 rooms).
219.....	Alvin T. H. (3 rooms).
52.....	Green (1 room).
54.....	Centennial (1 room).
70.....	Cottage Grove (1 room).
71.....	Brown (1 room).
72.....	French (1 room).
73.....	Price (1 room).
74.....	Grange Hall (1 room).
75.....	Pleasant Grove (1 room).

This arrangement is to be maintained throughout the several pages of the report. The financial part of the report can be copied from the total of the columns as shown for each district in the township treasurer's account book, immediately after June 30. The teachers' and directors' reports can be

[illegible]

TOWNSHIP TREASURERS CASH BOOK

Cr.

[illegible]

TOWNSHIP TREASURER'S ACCOUNT BOOK.

Previous to changing the form of reports to comply with the United States Commissioner's form, the township treasurers were reporting one-sixth of their total expenditures in the miscellaneous column or as an

ACCOUNT WITH DISTRICT NO. 118.

Expenditures		To whom	For what	C.B. No. or No der	57	TOTAL	42a School and business offices	42b Compuls- ance	42c Supts. do no teaching	43a Supts. 43b Teachers and prin. do less than half time or more
Date	1915-									
Jul 10	G. P. Randle	Salary	3	1	260.00				260.00	
" 10	L. M. Erickson	Census	3	2	62.50	62.50				
" 10	Emil G. Hirsch	Comm. address	3	3	50.00	50.00				
Aug 14	G. P. Randle	Salary	3	4	260.00				260.00	
" 14	W. H. Shields	Repairing	3	5	117.50					
Sep 11	Wm. Horn	Janitor	3	6	60.00					
" 11	John Short	"	3	7	60.00					
Oct 9	Woodbury Book Co	8 Dictionaries	3	8	86.40					
" 30	Orders - page X	Teaching	-	-	7267.86				250.00	750.00 6267.86
" 30	" " " XX	Janitors	-	-	540.00					
" 30	American Seating Co	Desks	7	116	820.00					
Nov 13	Ginn & Co	Sup. Books	7	117	48.50					
" 13	A. Jones & Co	Coal	7	118	364.20					
" 30	Orders - page X	Teaching	-	-	7367.86				260.00	750.00 6367.86
" 30	Orders - page XX	Janitors	-	-	540.00					
Dec 11	Henry Wilson	Janitor	11	227	75.00			75.00		
" 31	1st Pkt. B. P. of L. H.	Janitor	11	228	80.00					
" 31	98 orders - page X	Teaching	-	-	7267.86				260.00	750.00 6367.86
" 31	9 orders - page XX	Janitors	-	-	540.00					
" 31	W. H. Shields	New building	15	236	567.26					

unnamed expense. To avoid this, an account book was made, a sample page shown herein, with a number of columns with proper headings for items of receipts and expenditures of the different districts, together with separate accounts for the distributive and loanable funds, to take care of the business for one year of any township having no district employing more than fifty teachers.

Since the introduction of this system township treasurers having districts employing more than two hundred teachers have requested books be supplied them suitable to contain the transactions of their office for one year.

These books are supplied annually through the county superintendent's office and the results obtained from their use has placed the division of receipts and expenditures on a more reliable basis. The one trouble has been to know in which column to place an order that is being entered, and the instructions given to directors herein will assist in placing the expenditure in its proper column. Column 46f should not be used except for an unusual expenditure, and in the annual report to the county superintendent, the particular item for which this amount was expended is to be indicated at the bottom of the column.

The district accounts can be balanced at the end of any period by the use of the "treasurer's memoranda of cash" columns in the upper right hand corner of the second page of receipts. The illustration herein shows the cash balance at the close of business for each month and avoids the drawing of red lines as commonly used in balancing a ledger account. It also permits the expenditure side to show 34 orders in its 34 lines.

All districts having five teachers or more are provided with accounts having a page "X" on which all teachers' and janitors' orders can be entered and the footing for each month transferred to the expenditure side of the district account as shown in the illustration. If any teachers' orders are paid during July or August they can be entered as any general order on the expenditure side of the account.

The question has been raised by some township treasurers as to whether the grouping of orders on page "X" makes a complete record. Everything is given except the number of the order and this is shown in the treasurer's cash book which is considered the original entry book by trial courts. One page of "X" will hold as many teachers' orders as ten double pages for general orders, making quite a saving in bookkeeping.

COUNTY SUPERINTENDENT.

The county superintendent is to consolidate the trustees' annual reports filed with him by copying the totals or footings in a blank book furnished for that purpose, maintaining the same rotation or order of townships as used the preceding year.

The data for the first twenty-eight pages of this report is to be obtained from the trustees' annual reports, while pages 29, 30 and 31 are to be filled out from the records of the county superintendent's office and which is indicative of the business recorded in that office. Pages 32, 33 and 34 are to show the data pertaining to one-room school districts which is to be obtained from the trustees' annual reports. The purpose of the blank line between the two divisions of districts in the trustees' reports is to facilitate the addition of this data.

This county superintendent's annual report is to be on file in the office of the Superintendent of Public Instruction by August 15 of each year, section 7, School Law, and is the one report upon the noncompliance with which, the statute imposes a penalty, paragraph 7, section 4, School Law.



CIRCULAR NO. 99.

INSTRUCTIONS TO SCHOOL OFFICERS FOR THE KEEP- ING OF RECORDS RELATIVE TO MAKING THE ANNUAL REPORT AS REQUIRED BY THE SUPERINTENDENT OF PUBLIC INSTRUCTION.

FOREWORD.

Illinois contains 11,816 school districts, 11,284 of which have a population of fewer than 1,000 inhabitants and are governed by boards of school directors; 405 districts are governed by boards of education (including 33 special charter districts), 372 of which have a population of 1,000 or more and not exceeding 100,000 inhabitants; one district has a population exceeding 100,000 inhabitants; 126 districts are governed by township high school boards. These different boards transacted a volume of business amounting to \$52,000,000 last year (1915), which was handled by 1,657 township treasurers. They also provided instruction for 1,064,221 pupils in 13,485 buildings with 32,820 teaching positions.

Section 4 of the School Law requires the Superintendent of Public Instruction to designate the particular statistics relating to schools which school officers are required to furnish for the report to the governor for the use of the Legislature and the public in general, as provided in section 3, paragraph 12, School Law. No specific plan has been provided the different districts for keeping their records, in order to furnish this information when required. The plan suggested herein can be adopted by the different boards, changing it to suit the individual needs of the districts but retaining the main features required in the annual report.

NEW BLANKS.

In the year 1912 a new system of report blanks was adopted by the Superintendent of Public Instruction conforming as nearly as possible to those required by the United States Commissioner of Education at Washington, D. C. These blanks are the same for the current year (1916) except in some minor detail and some additions to meet the demands of new laws.

This system of blanks requires the initial report to be made by the teacher or principal of the building, consisting of about twenty-five items pertaining to general information concerning the school, viz., enrollment by grades, length of term, number of teachers, their qualifications, days attendance, etc., which is to be made out in duplicate and one copy filed with the county superintendent and the other copy to be left with the clerk of the school board at the close of school. To this the clerk or secretary of the board is to add the census of minors and school age, that is to be taken about the middle of June, the tax levy for the preceding August, value of school property, illiteracy, endowment, etc., and file with the township treasurer of the school township in which the school building is located. The township treasurer is to consolidate this report with the financial part of that district, as shown by his account book, for the year ending June 30, together with those of other districts in the township, and file with the county superintendent who again consolidates by school townships and forwards to the Superintendent of Public Instruction. The blanks for the above reports are furnished by the State.

TEACHERS' ANNUAL REPORT.

About the middle of April, or just before the close of school in those districts having a shorter term than eight months, the county superintendent will send two teachers' annual report blanks as shown herewith, to each building in the county, which are to be filled out at the close of school and one copy forwarded to the county superintendent for his files and the other copy to be filed with the clerk of the board with the other statements, or schedules as required in section 184 of the School Law, before receiving the warrant for the last month's salary. In those districts having a superintendent and two or more buildings, enough copies of the blank should be sent to the superintendent for each principal to make a single report of his building and sub-district to the superintendent who is to consolidate for all

TO BE FILLED OUT BY TEACHER OR PRINCIPAL IN CHARGE OF BUILDING

TEACHERS' ANNUAL REPORT

YEAR OF 1915-16

Name of School..... Dist. No..... County, Illinois.

1. School census:

All Under 21 Years of Age.		
Boys	Girls	Total

All Between 6 and 21 Years of Age.		
Boys	Girls	Total

Date of Census:

June.....1916

Elementary

Kindergarten	1st Yr.		2nd Yr.		3rd Yr.		4th Yr.		5th Yr.		6th Yr.		7th Yr.		8th Yr.		Total
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls

Secondary (High)

9th Yr.		10th Yr.		11th Yr.		12th Yr.		Total		Grand Total	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls

- 2a. How many of the above were enrolled in some other district of this State before enrolling in this district, during the year..... Boys..... Girls..... Total.....
3. Length of school year in months..... Actual number of days school was in session:.....
4. Number of vacancies caused by death?..... Resignation, etc.?..... Change of teachers for spring term?..... Total.....
5. Number of eighth grade graduates or promotions..... Boys..... Girls..... Total.....
6. Number of elementary tuition pupils attending this school..... Boys..... Girls..... Total.....
7. Number of high school graduates..... Boys..... Girls..... Total.....
8. Number of high school tuition pupils attending this school..... Boys..... Girls..... Total.....
9. Administrative officers (does not apply to one-room districts):
- (a) Superintendents who do no teaching..... Men..... Women..... Total.....
- (b) Principals and Supervisors who teach less than half time..... Men..... Women..... Total.....
10. Teachers and principals who teach half time or more (if more than one person has taught in a room only count the one teaching the longer part of the term)..... Men..... Women..... Total.....
11. Total number of teaching positions (sum of 9 and 10) (show only the actual positions)..... Men..... Women..... Total.....
12. Qualifications of teachers: Number graduates of a College and State Normal School?..... A College only?..... A Normal School only?..... A four-year High School only?..... If not a graduate, how many have attended a college?..... ? A State Normal School?..... A High School?..... (Give only highest graduation or attendance of each teacher at work at end of term. The total must not be more than No. 11 above.)
13. Amount of annual salary earned by teachers: Men, \$.....; Women, \$.....; Total, \$..... (If a position has been held by more than one person, give as annual salary the sum earned by all for the sex holding the position longest.)
14. Total days' attendance of all pupils enrolled.....
15. Number of teachers contributing to the Illinois State Teacher's Pension and Retirement Fund..... Total amount contributed.....
16. Number of school houses:..... Public..... Rented..... Total.....
17. Number of sittings for study (capacity) (double seats to be counted as two sittings).....
18. Value of school property:
- (a) Sites and buildings..... \$.....
- (b) Equipment (furniture, library, apparatus, etc.)..... \$.....
- Total..... \$.....
19. Give length of service in this district of teachers holding positions at close of school: 1 yr.?..... 2 yrs.?..... 3 yrs.?..... 4 yrs.?..... 5 yrs.?..... 6 yrs.?..... 7 yrs.?..... 8 yrs.?..... 9 yrs.?..... 10 yrs.?..... 11 yrs.?..... 12 yrs.?..... 13 yrs.?..... 14 yrs.?..... 15 yrs.?..... 16 yrs.?..... 17 yrs.?..... 18 yrs.?..... 19 yrs.?..... 20 yrs. or more?..... (Count part of a year as a year.)
20. Promotion of health: Number of nurses employed?..... Physicians?..... Amount paid nurses?..... Physicians?.....
- Number of pupils examined for physical defects or contagion?..... Number found affected?..... Number of homes visited by nurse or inspecting officer?.....
- Promotion of attendance: Number of truant officers employed?..... Men?..... Women?..... Amount paid truant officers?.....
- Number of children not attending school between the ages of 7 and 14?..... 14 and 16?..... Number of children arrested and placed in charge of teacher?..... Number sentenced by a court?..... Number of school and age certificates issued?.....
21. Amount of all taxes levied for school purposes, made August 1915..... \$.....
22. Amount of bonded indebtedness, July 1, 1916..... \$.....
23. Number of volumes in library exclusive of supplementary reading books for class use.....
24. Number of private schools in the district?..... Number of teachers employed?..... Men?..... Women?..... Number of pupils enrolled in elementary grades (1st to 8th): Boys?..... Girls?..... Secondary Grades (9th to 12th): Boys?..... Girls?..... College Grades (13th to 16th): Boys?..... Girls?.....
25. Number of persons between the ages of 12 and 21 who are unable to read and write: Boys..... Girls..... Total.....
26. Have you any departmental teaching below the high school?..... If so, which years?.....
27. Amount of endowment or permanent fund belonging to this district (not township fund)..... \$..... (If you are unable to obtain the information called for in questions 1, 18, 21, 22, 25 and 27 readily, let the items remain blank.)

the buildings of the district and make out the consolidated report in duplicate and forward one copy to the county superintendent and file the other with the clerk of the school board.

ITEMS.

Items 1, 18, 21, 22, 25 and 27 should be left blank unless the correct data can be supplied by the teacher or superintendent, in which case these items may be supplied. The other items of the report can be obtained from the classification record or daily register or through either personal knowledge or investigation by the teacher.

In all districts, and especially in those districts governed by a board of education and having two or more elementary buildings, the teacher or principal may be employed to take the enumeration in each district or subdivision of the district, as required in section 36 of the School Law, in order to furnish the information called for in section 3 of the same act. This enables the principal to have definite information pertaining to items 1, 20, 24 and 25, for each district or subdivision.

Township high school districts are not required to take a census as they do not share in the distributive fund.

Item 2. Do not enroll any pupil more than once, but give each pupil that has been enrolled during the year. If a pupil has been enrolled in two or more years' work during the year, consider the one in which he was last enrolled. If the school year is divided into two semesters, treat those graduating and leaving school at the end of the first semester, as of the last semester. This will show the total number of different persons enrolled, but no one twice.

Item 2a should be considered when pupils are enrolled during the term. This item is to include only those who have been enrolled in some other district of this State during the school year before enrolling in this district, or to indicate those moving from one district to another, whereby they enroll in two or more districts during the year.

Items 9, 10 and 11 pertain to teaching positions and should any position have several teachers during the year, count the position as being filled by the person serving in the position longest. Give only one teacher for each position.

Item 12 should not contain more teachers than is shown in item 11, and then only one qualification for each teacher above an elementary education. If a teacher has attended a State normal school and a university, give only the university qualification. If the teacher has had the work of a State normal high school only, then the qualification should be classed as high school and not State normal school.

Item 18 should be ascertained by deducting from the original cost 3 per cent if a brick or stone building and 5 per cent for a frame building for each year it has been built, minus the amount paid for paint and repairing, plus the value of the site and the per cent of increase in cost of building material and labor since its construction.

The following one-room rural school built ten years ago can be used as an illustration:

Value of site and building:

Original contract for building.....	\$1,600 00
Depreciation, 10 years @ 5% (50%).....	800 00

Net value (less painting and repairs).....	\$800 00
Painting twice outside.....	120 00
Painting inside and varnishing desks.....	40 00
New chimney for inside heater.....	40 00
Cement floor for porch.....	30 00
Changing windows to left side and closing and painting old openings.....	60 00
Increase in value of material and labor during the ten years (10%).....	160 00

Present value of building.....	\$1,250 00
Value of site, 1¼ acres @ \$200 per acre.....	250 00

Total value of site and building..... \$1,500 00

Value of equipment:

Forty desks @ \$1.00.....	\$40 00
One table @ \$2.00.....	2 00
One chair @ \$3.00.....	3 00
Four chairs @ 50c.....	2 00
One set of maps in case.....	8 00
One globe.....	2 00
Five sections Globe-Wernicke bookcase.....	10 00
One hundred books @ 25c.....	25 00
One Webster's New Unabridged Dictionary.....	8 00
Total equipment.....	100 00
Total value of plant.....	\$1,600 00

Items 20 and 25 will require some investigation to ascertain the number between 7 and 16 not enrolled in school, either public or private, and the number between 12 and 21 unable to read and write. In the 10,312 rural districts this information can be obtained by making a survey of the district showing the number of families residing therein, the number of minors in each and in the two classes mentioned above, by asking some of the larger pupils enrolled in school. Have the same verified by some patron who has resided within the district for several years. In the larger districts reference can be made to the census sheets of the enumeration taken in June or by referring to the truant officer.

Item 25 may be obtained from the person in charge of such school. This information is desired for the purpose of obtaining the number between 7 and 16 not enrolled in some school, public or private, and to ascertain the number violating section 274 of the School Law.

The separate schedule as required in section 186 of the School Law for each portion of a district lying in two or more townships or counties, is not necessary for statistical purposes since the adoption of the Teachers' Annual Report as the initial blank. Items 2 to 29 of this report are to be sent to one township treasurer only, the treasurer of the township in which the schoolhouse is located. If pupils are attending school from another district under section 121 of the School Law, then separate schedules may be required to show the days' attendance of the tuition pupils that the directors may ascertain the amount of tuition to collect. If a flat rate is named in the permit then no extra schedule is needed.

HIGH SCHOOL REPORTS.

High school work will hereafter be reported on a special high school report, to supersede form 2. This report will contain high school matter only, and will be due from all high schools, whether giving one, two, three or four years' work. Two copies should be made by the principal of the high school; one for the school records, the other for transmission to the county superintendent, who will file the same with the Superintendent of Public Instruction.

DIRECTORS.

The clerk of the school board is to fill in items 1, 18, 21, 25 and 27 of the teachers' annual report filed with him at the close of school, if not filled out by the teacher or superintendent, and file the same with the township treasurer of the township in which the schoolhouse is located, about July 1, not later than July 7, as per section 113, School Law.

The Directors' Census Report blank is to be used by the clerk of those districts that lie in two or more congressional townships, in which case a separate report of the census must be made to the treasurer of each township for that portion of the district that may lie in his township. The first item in the Teachers' Annual Report is the same as the Directors' Census Report and if the former has been filled in for the township in which the schoolhouse is located, then no Directors' Census Report need be filed with the treasurer receiving the Teachers' Annual Report. All other township treasurers are to receive a Directors' Census Report for that part of the district in their township.

The 405 districts governed by a board of education (or special charter) and the larger village districts governed by a board of directors, especially those employing five teachers or more, are requested to keep their record of orders issued, or items of expenditures, in a book (10 by 15) or loose leaf record ruled in a manner suggested by the form shown herein. These books are not furnished by the State. The illustration shows the orders issued at two regular meetings. In the larger school systems this page should be made deep enough to hold fifty orders. Some city school boards have a system much larger and more complete than the one here suggested, but with a different division of expenditures. Those districts can use a loose leaf monthly balance sheet ruled as herein suggested with the names of the buildings in a column at the left, and columns ruled with headings as shown. At the end of the year, June 30, these different monthly balance sheets can be consolidated into one and the expenditures of the year shown. Thus the amount paid for general control can be seen at a glance and dividing by the number of pupils enrolled will give the per capita cost for any item.

DIVISIONS OF EXPENSE.

This division of school expenditures is similar to the division of expenditures adopted at a meeting of State superintendents with the United States Commissioner of Education in St. Louis, February, 1912. The current or running expenses are divided into five general divisions: General Control, Instruction, Operating Plant, Maintenance and Auxiliary Agencies with their subdivisions as follows:

General Control.

42a. School boards and business offices.

(All items of expense of school boards, such as clerk's salary, clerk or stenographer in the superintendent's or board of education office, attorney fees, expense of committees, diplomas, records, commencements, etc.)

42b. Compulsory attendance.

(Truant officer and expense of enforcing Sec. 274, School Law.)

42c. Superintendents who do no teaching.

The three items above are considered as executive or "overhead" charges.

Instruction.

43a. Superintendents and principals who teach less than half time.

43b. Teachers and principals who teach half time or more.

43c. Textbooks, stationery, supplies, etc.

(Everything used for classroom instruction, such as supplementary readers, chalk, examination paper, pencils, tablets, material for laboratory specimens, domestic science, manual training, etc.)

43d. Interest on teachers' orders.

(Teachers' warrants, countersigned by the township treasurer, are the only school warrants that draw interest.)

Operating Plant.

44a. Janitors, engineers, etc.

(All persons employed in caring for plant.)

44b. Fuel, water, light, power, janitors' supplies, etc.

(School telephones can be placed under this head.)

Maintenance of Plant.

45. Repairs, replacements, insurance, etc.

(A new floor, roof, door, stove or furnace, pump, etc., that is to take the place of something worn out or broken, should be considered in this item. In case a new system of heating is installed, such as a steam plant to take the place of stoves, then the amount paid for the same, less the amount new stoves would cost, should be charged to Item 49, New Equipment.)

EXPENDITURES OF ROSELAWN DISTRICT, No. 112, VERMILION COUNTY, ILLINOIS.

(As per order book)

(Left page.)

(As per order book)

Date	To whom	For what	No. of or-der	57	TOTAL.	42a School bds; and business offices.	42b Compul- sory at- tendance tenders	42c Supts. who do less than teaching half time	43a Supts. and train. etc. less than half time	43b Teachers and train. etc. more than half time or more	43c Text-sta- tionaries, supplies, etc.	43d Interest teachers orders, etc.
1915-												
Sept 6	Woodbury Book Co	Bill File	76		250	250						
" 6	Howard Swallow	Attorney fee	77		10.00	10.00						
" 6	Wm Welch Mfg Co	Expam. paper	78		850	850					850	
" 6	R. K. Shields	Floor repairs	79		16.00	16.00						
" 6	Woodbury Book Co	Dictionary	80		10.80	10.80						
" 6	Reynolds Temple	Piano	81		250.00	250.00						
Oct 4	Oliver Tilton	Teaching	82		100.00	100.00				100.00		
" 4	Edith Mellich	"	83		60.00	60.00				60.00		
" 4	Maud Jennings	"	84		60.00	60.00				60.00		
" 4	Allen Dague	"	85		75.00	75.00				75.00		
" 4	James Lewis	Lantern	86		25.00	25.00						
" 4	Douglas Schultz	Pilgrimage	87		3.50	3.50						
" 4	E. P. Parker	Insurance	88		17.50	17.50						
" 4	Interstate Water Co	Water	89		125	125						
" 4	Danville Dist #18	Tuition	90		24.00	24.00						
" 4	Oliver Tilton	Course	91		10.00	10.00						
" 4	D. G. Williams	Insurance	92		10.00	10.00						

Auxiliary Agencies.

- 46a. Libraries.
(Not textbooks for classroom use.)
- 46b. Promotion of health.
(School nurses, physicians, etc.)
- 46c. Transportation of pupils.
- 46d. Night schools.
- 46f. Other expenditures.
(Practically all the common statutory provisions for the expenditure of district school funds are provided for above and in the items to follow, but in case there is some expense not enumerated, then this item may be used.)

Capital Outlay.

- 48. New grounds and buildings.
(All additions to buildings or grounds, special assessments for public improvements, or anything that adds value to the capital outlay that is not a replacement or repair.)
- 49. New equipment (not replacements).
(New desks, maps, tables, etc., that are not to take the place of others that are broken or worn out.)

Bonded Debt.

- 51. Bonds paid.
- 52. Interest paid on bonds.

Duplications.

- 55a. Other township treasurers.
- 55b. Tuition of transferred pupils.

AVERAGING.

The average amount expended for current expenses or the first five items shown above, for each pupil enrolled, last year (1915) was as follows:

General control.....	\$.96	3.2%
Instruction	22.43	75.9%
Operating plant.....	3.61	12.2%
Maintenance	1.95	6.7%
Auxiliary agencies.....	.59	2. %
Total.....	\$29.54	100. %

This same division of expense is carried throughout the township treasurers' report, the county superintendents' report and the superintendent of public instruction's report. The number of each item as shown above is that used at the head of the columns in the township treasurers' and county superintendents' reports. The numbers left out of the consecutive order are those used to designate the total columns in the reports mentioned.

No place for receipts is shown in the illustration of orders issued but the columns for expenditures can be made narrower and a column placed at the left of the date column to show the amounts received by the treasurer. It is not the intention of the School Law that the funds and order book shall be held by the same individual, consequently no provision was made for a receipt column in the form shown herein.



The
**One Room and Consolidated
Country Schools of Illinois**

1916



STANDARD



CONSOLIDATED

CIRCULAR No. 100 FIFTH EDITION

COLOR FOR WALLS

This is a good tint for the
walls of a school room.

COLOR FOR CEILING

This is a good tint for the
border and ceiling of a
school room.

The One Room and Consolidated Country Schools *of* Illinois



FRANCIS G. BLAIR
Superintendent of Public Instruction

U. J. Hoffman, Assistant

W. S. Booth, Assistant

State Supervisors of Country, Village and City
Elementary Schools

CIRCULAR No. 97
FIFTH EDITION



THE STATE CAPITOL

Diploma

Awarded to

School District No. 133
in the County of Sangamon

By the Department of Public Instruction
of the State of Illinois

*For the satisfactory condition of the School, Yard,
Fires, Water Supply, Out-houses, School Building,
Heating, Ventilation, Furnishings, Organization
and Teaching as determined by an inspection made
by this Department and recorded in the office of the
County Superintendent of Schools.*

*This Diploma will be renewed annually upon the
statement of the County Superintendent that the above
conditions remain satisfactory.*

Dated November 13th 1899



Respectfully, Asst. Dir. of Insp.

Renewed for the year

Renewed for the year

Renewed for the year

Renewed for the year

No. 1

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

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INTRODUCTION.

Among the duties of the State Superintendent of Public Instruction are enumerated the following:

To supervise all the common and public schools in the State.

To counsel and confer, in such manner as he may deem best, with experienced and practical teachers as to the best manner of conducting common schools.

To advise and assist county superintendents of schools, addressing to them, from time to time, circular letters relating to the best manner of conducting schools, constructing school houses, furnishing the same, and examining and procuring competent teachers.

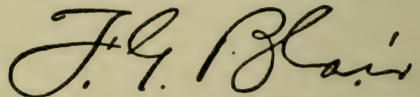
To make such rules and regulations as may be necessary to carry into efficient and uniform effect the provisions of this Act, and of all laws for establishing and maintaining free schools in the State.

To be the legal adviser of school officers, and, when requested by any school officer, to give his opinion in writing upon any question arising under the school laws of the State.

To prepare, with the advice of the State Board of Health, the State Architect and the State Fire Marshal, for school directors and boards of education, specifications for the minimum requirements for the heating, ventilation, lighting, seating, water supply, toilets and safety against fire which will conserve the health and safety of the children attending the public schools.

In the discharge of these large general duties it is necessary for the Department of Public Instruction to be equipped with experts who can advise, direct and assist school officers in the establishment, management and administration of every form of public instruction. No part of these large duties is more imperative than that which relates to the country and village schools. There are 10,632 one-room country schools in Illinois and 370 village schools with a course of study of nine, ten or eleven years. In order that a campaign for the improvement of these schools might be energetically and intelligently carried on, U. J. Hoffman, for twelve years county superintendent of La Salle county, was appointed in 1906. W. S. Booth, superintendent of the Mt. Carmel schools, was appointed in 1912. These two men will devote their time to the country and village schools. Their plan is to work through the county superintendents. Three diplomas are offered by the State Department to schools which meet its requirements for a standard and a superior country school and for a standard village school.

Already 2471 country schools have met the requirements for a standard school and 14 for a superior school and have received the diploma. Seventy-seven graded schools have met the requirements of standardization. In order to bring before school officers and school teachers the details of this plan a circular has been prepared setting forth the conditions which must be met before the diploma of the Department of Public Instruction will be given. This circular has been prepared mainly by U. J. Hoffman and W. S. Booth. It ought to be used by the county superintendents with school officers and in their teachers' meetings. Each teacher in the country and village schools should have a copy for frequent consultation.



Superintendent of Public Instruction.

STANDARDIZATION OF SCHOOLS.

PLAN FOR STANDARDIZATION.

When the superintendent of a county wishes the assistance of the Superintendent of Public Instruction in creating a greater public interest in the improvement of the country schools one of the State Supervisors will spend from one to three days with him visiting the schools.

The county superintendent should plan a definite itinerary, notifying the board of directors of the hour when the school will be visited, and invite the board or as many of its members as can do so to be present. At the same time the board should be supplied with a copy of this circular and their attention invited to the requirements for a standard school.

It should be the aim to visit some schools in all sections of the county, and only those in which there is a good prospect of getting the necessary improvements made, and those which are up to the standard in the essentials.

The schools will be inspected by the supervisor and if the requirements are met a diploma will be awarded and a standard plate placed above the door on the outside. Those which are found lacking in some of the essentials will be told what improvements need to be made. When these requirements are met the diploma and plate will be sent to the county superintendent.

The office of the Superintendent of Public Instruction will be pleased to assist at school officers' or other meetings, whose purpose is to advance the progress of the country schools.

After a county has been visited by the State Supervisor the county superintendent will be authorized to check up schools and recommend them for standardization.



The Door Plate.

The aim is to require only those things which are necessary to a good school, but it must be a good school. Evidences of neglect, want of interest and inefficient teaching will prevent the issuance of the diploma. The essentials, however, rather than minor details, will determine the matter. For a more complete statement of the requirements a reading of the treatment of each topic following the list of requirements is invited.

TYPES OF THE ILLINOIS ONE-ROOM SCHOOL BUILDING



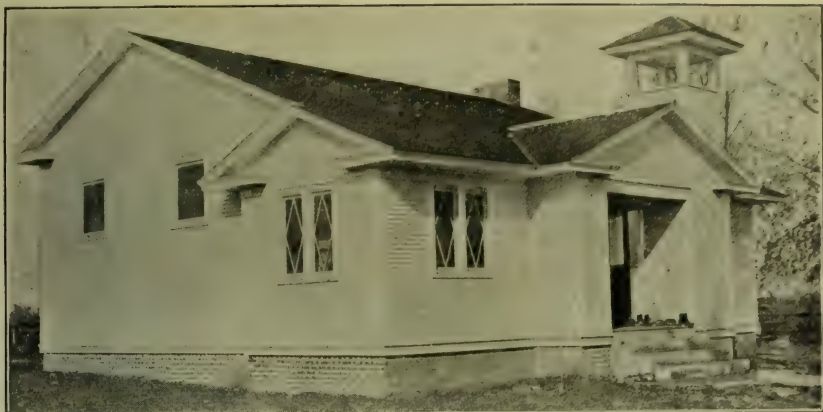
District No. 55. Carroll County.



District No. 44. Logan County.



Modified Form of State Plan. District No. 155. Christian County.



District No. 51. Moultrie County.



Modified Form of State Plan—Provides Outside Door to Basement.



Davis School. Jackson County.

REQUIREMENTS FOR A STANDARD ONE-ROOM SCHOOL.

SANITARY CONDITIONS.

In heating, ventilation, lighting, seating, water supply, toilets and safety against fire, the school house and equipment must meet the requirements of the law. See page 57.

THE YARD.

1. Ample play ground.
2. Good approaches to door and outhouses.
3. Convenient and serviceable fuel houses.

THE SCHOOL HOUSE.

4. House well built, in good repair, including paint.
5. Good tight foundation.
6. Attractive interior decorations.
7. Clean floors, walls and furniture.
8. Good black boards, some suitable for small children.
9. Two good cloak rooms. The one for girls should have one entrance only and that from school room.

FURNISHINGS AND SUPPLIES.

10. Two good pictures. (See State Course.)
11. Good teacher's desk.
12. Good bookcase.
13. Good collection of juvenile books suitable as aids to school work as well as general reading.
14. Set of good up-to-date maps.
15. Good globe.
16. Suitable dictionaries.
17. Thermometer.

SCHOOL ORGANIZATION.

18. School classified to do the work of the State Course of Study.
19. Classification and daily register well kept.
20. Definite program of study.
21. Program of recitation.
22. Pupils' reading circle.
23. At least seven months' continuous term.
24. Attendance regular.
25. Discipline: Instruction and spirit of the school good.

THE TEACHER.

26. Education: Equivalent of a high school course.
27. Salary not less than \$40 per month.
28. Ranked by the County Superintendent as a good or superior teacher in a scale of poor, fair, good, superior.
29. Must meet the County Superintendent's requirements for professional interest and growth.

SUGGESTIONS IN DETAIL.

The Yard.

1. The playground should not be less than one-half acre. It should consist principally of an open level space. The trees and shrubbery should be around the border of the lot. It should be well drained so that water will not collect in low places.

2. There should be a concrete walk from the school house door to the gate and to the well. Concrete walks to the toilets are not required except where water or mud make them necessary.



3. The coal house should be attached to the school house and entered from the school room. When this is not feasible it should be near the school house but not in front of it where it spoils the looks of the premises. It should be so built and painted as not to detract from the attractiveness of the house and grounds.

The House.

4. The house must be in good repair on the outside, well and attractively painted.

5. There must be a good foundation that will help to keep the floor warm in cold weather. The only holes in it should be those intended for the ventilation under the floor and these should be closed in cold weather. Newspapers stuffed into the openings will close them effectively.

6. The interior should be properly decorated as specified on page 23 under "Tinting the Walls". If the walls are papered a plain paper should be used, never a dark color nor a figured paper. When paint is used a "flat paint", not a glossy one, should be used.

7. When sweeping, a preparation should be used which prevents the dust from rising. When dusting a cloth moistened with water or oil should be used. Dust must not be allowed to settle on the furniture nor in the corners of the room and the halls. When desks have become soiled and marred, the tops should be planed, revarnished or cleaned as may appear most feasible.

8. Blackboard should be, preferably, of slate, though other good material may be used. Some of the blackboard should reach within twenty-six inches of the floor for the use of the small children.

9. It is not well that thirty children should live six hours each day in one room, with no place where there may be privacy for the girls. To have the shoes and clothing in the same room is not conducive to training in habits of housekeeping. The vestibule as a place for the clothing is objectionable in many ways. When a new house is built there is no reason why two separate cloak rooms may not be provided. In old buildings it is usually easy to provide cloak rooms. (See page 34.)

Furnishings and Supplies.

10. There should be two good pictures adapted to schools. These should be worthy of a good frame and glass. Advertisements and trashy pictures should find no place on school room walls.

11. The teachers' desks should contain compartments which can be locked and one of them should be suitable to contain records.

12. The best book cases for schools are those known as sectional cases. As many sections as are needed may be bought and another may be added when needed. Too often the bookcase is the receptacle for all kinds of useless material. It should contain books only and they should be systematically and tastefully arranged.

13. The books should be selected with three objects in view: **First**, to secure books which are suited to the age and advancement of the pupils; some for every grade. They should be interesting and have a wholesome influence upon the reader. **Second**, books which are supplemental to the school studies. There should be books on geography, history, nature study and classical juvenile literature. **Third**, books of reference, such as a good set of cyclopedia written especially for school use. The encyclopedias of many volumes written for scholars should not be bought except for high schools.

14. The maps should be modern. Those more than ten years old are of little value. Every school should have a map of the United States, of the State, and of the continents. At the present time, it would be well not to buy maps of Europe and Asia.

15. A good twelve or sixteen inch suspended globe, together with the maps found in the geography and history texts, and those recommended in 13, make a good working outfit.

16. Better service will be obtained from two or more copies each of two grades of dictionaries—common and high school grades—than from the large edition costing about twelve dollars. Besides those for common use, each should have his own dictionary suitable to his advancement.

17. A thermometer is an essential. The sensations of the teacher cannot be depended upon to regulate the temperature. She may be very warmly dressed and keep the room too cool for the children. She may be so thinly dressed that the room will be kept too warm for the children. The thermometer should be hung as near the floor as the shoulders of the seated children and the temperature maintained at from 68 to 72 degrees.

School Organization.

18. The one-room school, containing as it does pupils of all ages and all stages of advancement, must be organized into a harmonious working body. Organization requires the grouping of pupils, the allotment of time, the assignment of duties so that both pupil and teacher may work to the best advantage.

The State Course of Study provides the plan of organization. It divides the work of the course into eight years, or grades, and each grade into classes. If all classes of the eight grades were present the divisions would be so numerous that the teacher could not do justice to all.

The most successful scheme to secure fewer classes and yet do the least injustice to any is known as alternation. The work is so arranged that two grades may work together doing the allotted work of two years. But the year's work is done in the reverse order from the year before. In this way the classes required for three years of the course are dropped out, with little detriment to the children. The State Course of Study contains a detailed statement of the plan of alternation.

19. If the school is actually organized a record of that organization can be easily made. The record also serves a good purpose in this, that it gives the teacher a clearer idea of just what the organization is. There are two forms which are in general use which answer the purpose well. If the record is complete it is not only a history of what has been done, it is such a description of the school that a new teacher can take up the work where it left off. By this means a school once started does not end. Vacations come, but the school still exists and goes on.

20. There should be a definite time for a class to prepare its lessons. Such a program is outlined in the State Course of Study. Not to have a definite time to prepare each lesson will give the teacher endless trouble. If the pupil is kept at work at his desk the problem of discipline during school hours will be solved.

21. Care should be taken to properly divide the time for recitation. Some recitations require less time than others. The State Course of Study contains a sample program.

22. The first aim of the school is to give proficiency in the school arts. The child should learn to read, to write, to spell, and to figure, to speak and write the English language effectively, and to secure a fair knowledge of the world in which he lives and of the history of his country. It is the first duty of the teacher to see that these things are well learned. The habits of continuous application and accuracy formed by doing this work well will be quite as useful as will be the knowledge gained. This hard and sometimes irksome work must be done or the school is not the greatest success possible.

The knowledge and the skill obtained from the mastery of the school subjects constitute the elements of an efficient mental equipment. They are the tools with which the pupil can work out a successful career. They are, however, of little value unless a good use is made of them and the disposition to use them is established. In addition to giving the pupil a mastery of the school subjects the school should exert a strong influence in creating in the pupil a good point of view, a right attitude towards life and its work. Probably the strongest influence that can be brought to bear upon the child to turn his thoughts and purposes to the living of a right life is found in the reading of good books. Through reading he becomes interested in what has been done and what may be done to make life better. His aspirations are awakened, his ambition aroused, and he seeks to realize in his own life work and conduct the things in which he has become interested. Good books become his teachers and have the same influence upon the growth of his character that does the companionship of worthy people. To supply this need the Illinois Pupils' Reading Circle has been organized. A small library of books, selected from its list, may be made of great benefit to the children.

F. A. Kendall, Naperville, Illinois, is the manager and will give promptly any information desired.

A list of 250 books has been selected from which a choice may be made. Diplomas are granted free of cost for the reading of six books.

A record of reading is furnished which goes with the pupil through every grade and at the end of his course will give an accurate account of his reading during his school life.

The teacher is the leader of the Circle, decides when a book has been satisfactorily read and makes a record of it in the pupil's book. The county superintendent is the county manager and grants the diplomas to the successful readers.

23. To be a legal school the term must consist of at least seven months. To be considered a standard school this term must be continuous and taught by the same teacher, unless the change is made for cause. A five months' term taught by a well paid teacher and a two months' term taught by a poorly paid teacher cannot be recognized as a seven months' continuous term.



An Important Moment—Passing from Mother to Teacher.

24. The attendance must be regular, averaging at least 90 per cent.

25. The discipline and spirit of the school must be rated by the county superintendent as "good" or "superior" in a scale of fair, good, superior.

The Teacher.

26. Education: The teacher's schooling must be that afforded by a four-year course in a recognized high school. If not a graduate of such a school, successful experience for three years may be taken as the equivalent.

27. The salary of the teacher must be at least \$40 per month.

28. The teacher's character, skill and success must be ranked by the county superintendent as good or superior in the scale of poor, fair, good, superior.

29. Professional interest and growth must meet the requirements of the county superintendent for the renewal of certificates.

A SUPERIOR ONE-ROOM SCHOOL.

Many school officers have expressed themselves in favor of having not only the essentials of a good school, they want their school to be as nearly right as it can be made. To encourage this laudable desire a diploma is now offered to a superior one-room school.

A standard school is a good school having the necessary equipment and being taught in a house which is well adapted to the purpose and in a sanitary condition.

A superior one-room school is one taught by a teacher of superior qualifications and with the highest efficiency, in a house that is as nearly perfect

in all the essentials as possible and furnished with everything needed. The community must show the interest that the claim of such a school implies.

AWARDING THE DIPLOMA.

The awarding of this diploma should be made to serve to arouse the interest of the surrounding territory. It is suggested that all the schools, the school directors and the people within reach of the school be invited to be present, that a suitable program be provided to entertain the visitors. If desired, the Superintendent of Public Instruction will be present and award the diploma. Such an occasion should result in several standard and superior schools in the vicinity.

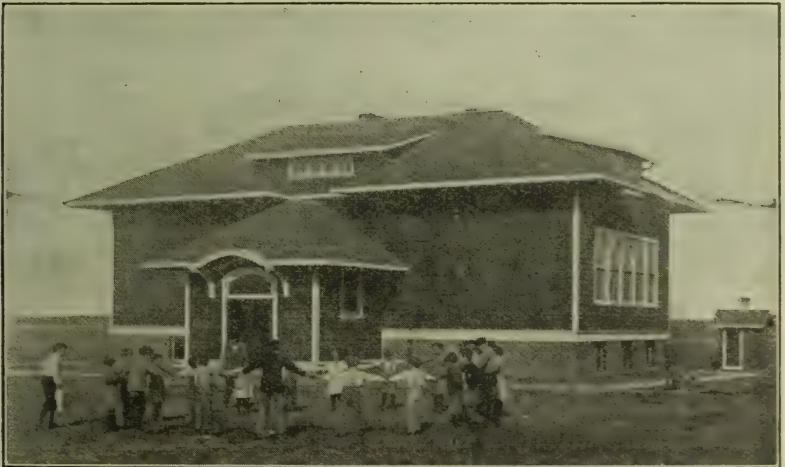


The Door Plate.

REQUIREMENTS FOR A SUPERIOR ONE-ROOM SCHOOL.

In addition to the requirements for a standard school a superior school must have the following:

1. At least one acre of school yard, neatly fenced, covered with a good sod and planted with trees, shrubs and flowers, concrete walks to the entrance and to the closets.
2. A well or cistern equipped with a sanitary drinking fountain within doors.
3. Besides the school room, there shall be a basement, work and play room, a cloak room for each of the sexes and a library room.



The Ben F. Funk School, McLean County.

4. The library shall contain at least eighty juvenile books, ten suitable for each grade, a good school encyclopedia, suitable dictionaries and a supply of the bulletins published by the National Government and the University of Illinois useful in the school and in the community.

5. The pupils must be enrolled in the Illinois Pupils' Reading Circle and pursue the course of reading under the direction of the teacher and county superintendent.

6. A manual training bench and tools, equipment for sewing and for instruction in elementary agriculture. These subjects shall be taught to pupils prepared to receive such instruction.

7. There must be in operation a Parent-Teachers' club which secures the hearty co-operation of the parents with the school.

8. When the teacher, under whose administration the school was recognized as "Superior" ceases to teach the school, it must be re-inspected to remain so recognized.

9. The teacher must hold a first grade elementary school certificate which is granted only to graduates of recognized normal schools or to those who have an equivalent preparation.

From the foregoing it is clear that before a school can be recognized as "Superior" it must be taught in a house in every respect suitable to the best work, must be equipped with everything necessary, must be taught by a teacher of superior qualifications and skill, the course of study must be well



The Hedghpeth Superior School. Warren County.

done by the pupils, the people of the district must co-operate to make the school superior in every respect. The work of the teacher, the pupils and the patrons is of first importance, the house and equipment are secondary.

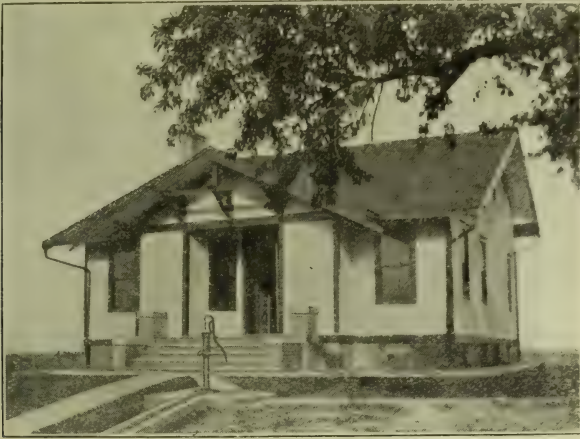
Before asking for inspection with a view to being recognized as a Superior School, the school should be thoroughly inspected by the county superintendent to make sure that all the requirements have been met.

If in his judgment the school is up to requirements, he should arrange with the Superintendent of Public Instruction for a date for the inspection by one of the Supervisors of Country Schools.

If it meets with approval a date should be arranged with the State Superintendent for dedicatory exercises.

MAKING A SUPERIOR SCHOOL.

A good example of a community making its school superior is that of Mt. Pleasant District 29, Macon County. They had a school house about as good as any of the neighboring districts. It was as good as it had been



Front View of Mt. Pleasant School.

for thirty years. But this is not an ordinary community, which thinks for these reasons it is good enough now. Mt. Pleasant District thought "We have everything better than we had thirty years ago, our children shall have a better school than our fathers had, and than we had". They set about finding out what was the best at the present time. They decided that the plan for a house offered by the Superintendent of Public Instruction must be all right. They found that the cost was not beyond their reach. Having



Rear View of Mt. Pleasant School.

built the house they said, "Now we want a school in keeping with the house". They then thought they were entitled to the title Superior. A representative from the State office was invited to inspect the school. He was not satisfied with the size of the yard, the grading and the walks. While the school work was good as far as it went, it was not superior nor did it go far enough. There was no shop work for the boys and no housework for

STANDARDIZATION OF SCHOOLS.

WHAT HAS BEEN DONE.

Alfred Bayliss, Superintendent of Public Instruction, from 1899 to 1907, awarded diplomas to school rooms which met the specifications which he set forth. Several counties availed themselves of this device to stimulate an interest in improvement.

The present Superintendent of Public Instruction modified this plan by making the specifications more detailed and placing the inspection under the supervision of two of his assistants. The Supervisor of Country Schools prepared a pamphlet on "The One-room Country Schools" which attempted a detailed discussion of the problem of bettering these schools. They spend much of their time visiting country schools with county superintendents making clear to them what are regarded as the essentials of a standard one-room school, and in aiding these officials to arouse an interest in improving their schools. Wherever possible they meet the directors at the school house.

Of the one hundred two counties ninety-seven have been visited.

The number of diplomas granted were as follows:

In 1909-10	163
In 1910-11	150
In 1911-12	350
In 1912-13	1018
In 1914-15	881
Total	2562



Superior School, District No. 13, Moultrie County.

The number of standard schools does not give an adequate idea of the improvements which have been made in the country schools. For every school standardized at least three have made substantial improvements along the lines suggested. Some have repaired the school house, have painted the outside, decorated the interior, built concrete walks and improved the outbuildings. Many have installed sanitary heaters and ventila-

tors and placed the desks properly. Some have purchased new single desks suitable for children of all ages. Most of the schools have secured libraries. McHenry County is an example of this gradual improvement. When the first inspection was made five years ago many of the best schools were visited and only three were found which met all the requirements. During a two and one-half days' visit in 1913 eighteen schools were inspected and thirteen received diplomas. The other five lacked only minor details. The county superintendent says that this is typical of what is taking place all over the county. His plan has been to get the directors to do one important thing each year. In one or two years more most of the schools will meet all the requirements. This method of gradual, systematic improvement partly explains the fact that more schools met the requirements this year than did so in the three previous years.

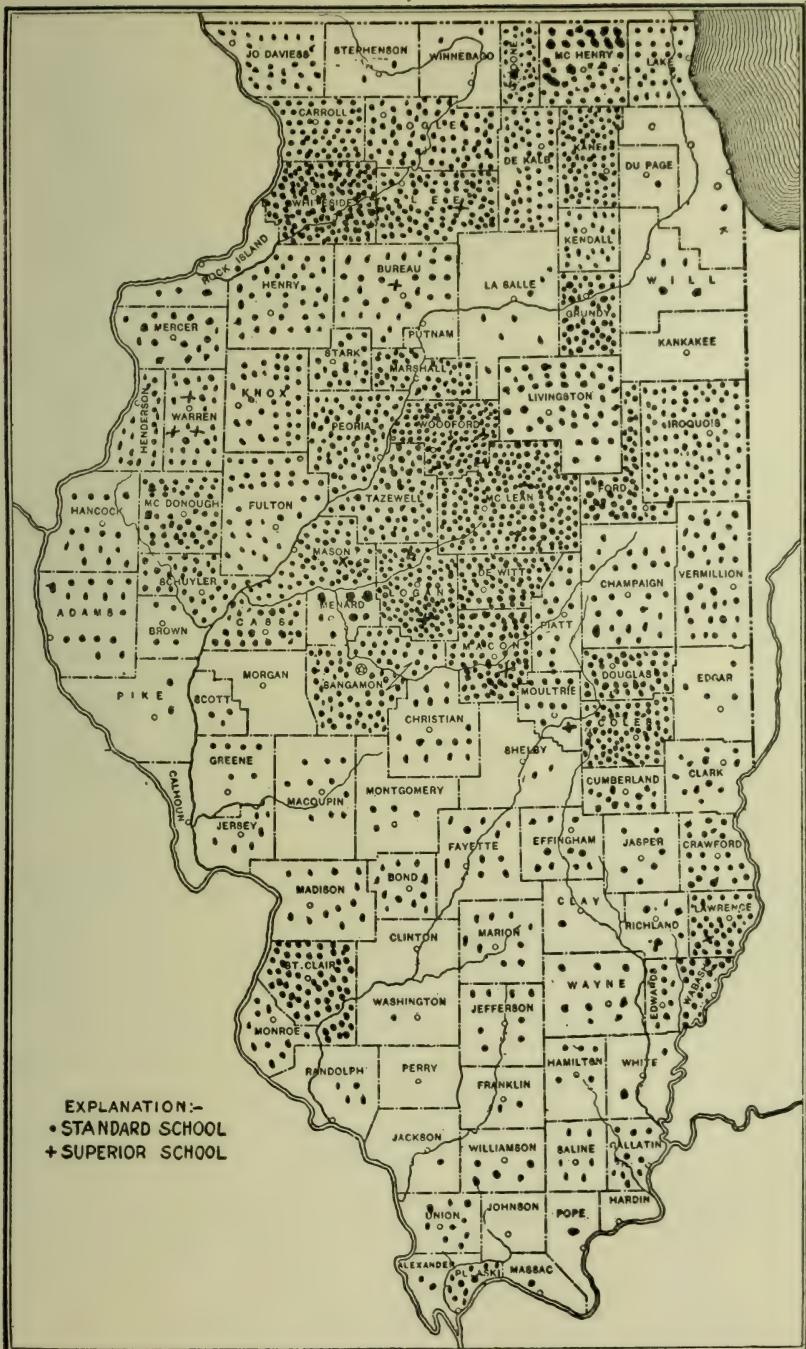
Some of the counties have few standard schools now but if the county superintendent will continue his efforts the number will increase greatly in a few years. The fact that they do not reach the goal of standardization is not evidence that the schools are all inferior.

The interest in school improvement aroused by the effort to standardize the one-room schools resulted in the passage of the Sanitation Law by the General Assembly in 1915. This law requires every school to meet the physical requirements of a standard school. This will be accomplished by the time schools open in 1917. Inestimable benefits will come to the one million children enrolled in the schools of Illinois. A very small per cent of these have had proper ventilation, seating and toilet facilities. The lighting and water supply has also been poor in many of the schools. Old houses will be remodeled and when new ones are built they will meet the requirements of the sanitation law.

The effort made to standardize the schools has proved that it appeals strongly to directors. They welcome the efforts of the State and county superintendents to make theirs the best school possible. They know that these officials have no ulterior motives. They appreciate the recognition which is given to their work in granting the diplomas and name plate. The interest of pupils is awakened. The ambition to have a school which merits recognition, results in better conduct and better school work. Teachers are influenced by the expectations of school officers and pupils, and are encouraged to do their best. Parents note the change of attitude of the children toward the school and toward the teachers. Their approval affects both teachers and pupils and a good school is more easily maintained.

In the future, the supposition is, that every school will have met the requirements of the law, and in physical equipment will be up to the standard. To be recognized as a Standard School, it will then be necessary to meet the requirements as to teachers, organization, equipment and successful work. Teachers or school officers who believe their school has met the standard requirements should notify the county superintendent and upon his invitation one of the Supervisors of Country Schools will make the inspection.

We have every reason to expect that in a few years the schools of Illinois will be as good as they can be made under present conditions. The Sanitation Law, the awakened interest in better schools, make the conditions much more favorable than they have been.



STANDARD SCHOOLS BY COUNTIES.

Illinois						Illinois					
	No. of one-room schools	No. of Stand-ard schools	No. of Su-perior schools	No. of Stan'd graded schools	Per cent of Stan. schools		No. of one-room schools	No. of Stand-ard schools	No. of Su-perior schools	No. of Stan'd graded schools	Per cent of Stan. schools
1 Adams	155	14	.....	2	.....	53 Livingston	231	41	.....	1	.....
2 Alexander	21	1	.....	1	.....	54 Logan	103	78	.....	8	77
3 Bond	67	10	.....	1	.....	55 Macon	116	63	.....	54	.....
4 Boone	65	32	.....	50	.....	56 Macoupin	150	10	.....	.....	.....
5 Brown	60	4	.....	.....	.....	57 Madison	109	10	.....	2	.....
6 Bureau	167	27	1	1	.....	58 Marion	121	8	.....	1	.....
7 Calhoun	33	.....	.....	.....	.....	59 Marshall	72	36	.....	4	.....
8 Carroll	96	64	.....	66	.....	60 Mason	85	50	1	1	58
9 Cass	58	24	.....	41	.....	61 Massac	40	1	.....	.....	.....
10 Champaign	201	23	.....	2	.....	62 McDonough	136	44	.....	32	.....
11 Christian	127	15	.....	.....	.....	63 McHenry	120	42	.....	35	.....
12 Clark	92	12	.....	.....	.....	64 McLean	231	187	.....	1	80
13 Clay	94	1	.....	.....	.....	65 Menard	48	7	.....	.....	.....
14 Clinton	59	.....	.....	.....	.....	66 Mercer	102	16	.....	.....	.....
15 Coles	118	69	.....	58	.....	67 Monroe	50	10	.....	.....	.....
16 Cook	102	.....	1	.....	.....	68 Montgomery	134	4	.....	2	.....
17 Crawford	90	19	.....	1	.....	69 Morgan	94	.....	.....	.....	.....
18 Cumberland	81	10	.....	2	.....	70 Moultrie	75	10	3	.....	.....
19 DeKalb	130	52	.....	.....	.....	71 Ogle	157	71	.....	2	.....
20 DeWitt	86	50	.....	5	58	72 Peoria	124	63	.....	50	.....
21 Douglas	79	31	.....	.....	.....	73 Perry	65	.....	.....	.....	.....
22 DuPage	65	1	.....	.....	.....	74 Piatt	89	15	.....	.....	.....
23 Edgar	125	4	.....	.....	.....	75 Pike	146	2	.....	.....	.....
24 Edwards	45	7	.....	.....	.....	76 Pope	63	2	.....	.....	.....
25 Effingham	70	5	.....	4	.....	77 Pulaski	27	10	.....	.....	.....
26 Fayette	119	10	.....	.....	.....	78 Putnam	21	.....	.....	.....	.....
27 Ford	102	47	.....	2	.....	79 Randolph	89	4	.....	.....	.....
28 Franklin	80	2	.....	.....	.....	80 Richland	80	5	.....	.....	.....
29 Fulton	183	36	.....	.....	.....	81 Rock Island	79	4	.....	.....	.....
30 Gallatin	53	9	.....	.....	.....	82 Saline	75	6	.....	.....	.....
31 Greene	85	6	.....	.....	.....	83 Sangamon	140	71	.....	50	.....
32 Grundy	83	48	.....	58	.....	84 Schuyler	82	28	.....	.....	.....
33 Hamilton	78	5	.....	.....	.....	85 Scott	39	3	.....	.....	.....
34 Hancock	158	14	.....	1	.....	86 Shelby	153	2	.....	.....	.....
35 Hardin	29	.....	.....	.....	.....	87 Stark	61	18	.....	1	.....
36 Henderson	64	20	.....	.....	.....	88 St. Clair	99	57	.....	5	.....
37 Henry	172	34	.....	.....	.....	89 Stephenson	125	2	.....	1	.....
38 Iroquois	213	92	.....	43	.....	90 Tazewell	109	57	.....	1	.....
39 Jackson	85	1	.....	.....	.....	91 Union	68	9	.....	.....	.....
40 Jasper	102	6	.....	.....	.....	92 Vermilion	170	33	.....	2	.....
41 Jefferson	129	8	.....	.....	.....	93 Wabash	43	19	.....	.....	.....
42 Jersey	59	6	.....	.....	.....	94 Warren	115	27	3	1	.....
43 JoDaviess	108	25	.....	.....	.....	95 Washington	75	1	.....	.....	.....
44 Johnson	58	.....	.....	.....	.....	96 Wayne	143	8	.....	.....	.....
45 Kane	106	73	.....	2	.....	97 White	93	2	.....	.....	.....
46 Kankakee	130	.....	.....	.....	.....	98 Whiteside	128	119	.....	93	.....
47 Kendall	67	20	.....	1	.....	99 Will	168	4	.....	1	.....
48 Knox	157	35	.....	.....	.....	100 Williamson	86	5	.....	.....	.....
49 Lake	76	26	.....	.....	.....	101 Winnebago	99	.....	.....	2	.....
50 LaSalle	241	3	.....	4	.....	102 Woodford	101	98	.....	9	97
51 Lawrence	66	26	1	2	.....						
52 Lee	149	84	1	.....	56						
						Total.....	10,613	2477	14	77	25

SCHOOL HOUSES.

Plans and Specifications for New One-Room School Houses and for the Improvement of Old Houses, Which Meet the Requirements of the Sanitation Law and Standardization.

NEW SCHOOL HOUSES.

The schools are never good enough. As society improves the schools become inadequate and must be improved. The good school for yesterday is a poor school for today. Many of the one-room school houses will be replaced by new ones within a very few years. It should be the aim of all to make these as good as possible. They will remain fifty or sixty years. It costs no more to erect a house well suited to the purpose than to build one of the old type. The plans and specifications herewith presented were prepared by a competent architect with the assistance of those who have had long experience in country school work.

One hundred or more of these houses have been built in the last few years. The outside is not always the same and this is not essential. The lighting, cloak rooms, fuel room, porch and entry, heating, ventilation, and seating should be strictly followed. Some have made the mistake of changing the lighting, putting windows in front of the seated children. This is highly detrimental to the eyesight of the children and does no good whatever. Some have thought to improve the plan by placing doors from the entry to the cloakrooms. This makes proper conduct on the part of the children much more difficult and gives the teacher much more trouble.

If directors will consult the county superintendent when they decide to erect or improve a school house they will receive prompt and valuable assistance.

This office will supply free of charge the blue prints to the directors who will use them.

PLAN FOR A GOOD ONE-ROOM SCHOOL HOUSE.

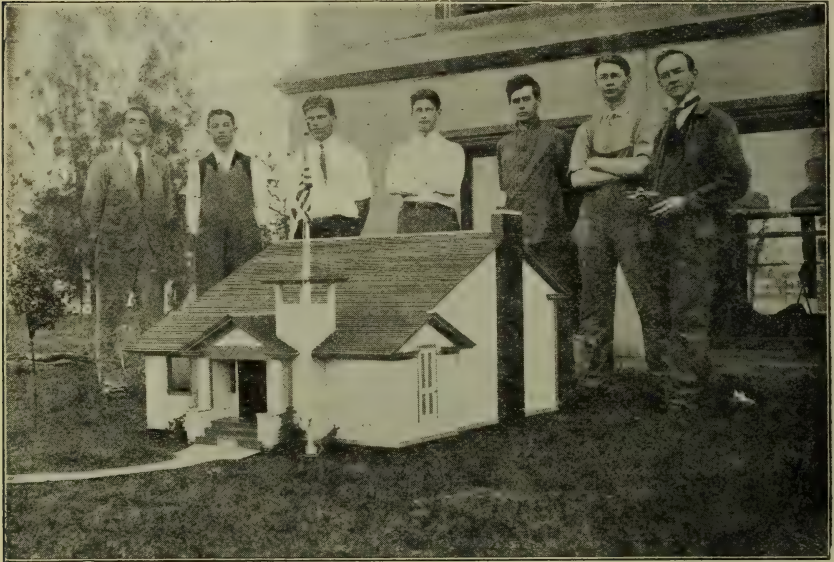
In planning the one-room school building herein described great care has been taken to meet all the requirements of a comfortable, sanitary, convenient school home for the children. The architect has succeeded in devising an exterior which is most pleasing. It suggests a home as well as a school. A number of houses have been built after this plan and they are fully up to expectation. The house can be built of wood, brick, or concrete blocks.

The specifications found on another page are for a house of wood. The outside dimensions are 32 by 33½ feet. The school room is 23 by 31 feet. The library room is 8 by 9 feet. One cloakroom is 4½ by 9 feet and one 6 by 9 feet, and the vestibule 6 by 9 feet.

The vestibule is intended for entrance only. There are to be no hooks on the walls, but good pictures may be on the side walls, high enough to be out of the reach of children. A wire mat should be on the porch and in the vestibule a large foot mat. These will prevent carrying dirt into the school room. Double doors should be placed both inside and out and the upper half of both sets should be of glass, that the teacher may see what is going on in the vestibule.

THE COAT ROOMS.

Separate coat rooms for boys and girls are essential. Girls especially need a place where they may be safe from molestation. The larger room should be assigned to the girls. Above the door there should be a transom which should be open at all times and the door should not reach the floor within four inches. This will insure heating and ventilation of the coat rooms. In each of these are large closets with shelves in which the lunch pails may be kept. Coat hooks should be strong and well fastened to the wall. No entrance should be placed between the vestibule and the coat rooms. The only entrance to the coat rooms should be in view of the teacher. This arrangement greatly lessens the difficulty in discipline.



The boys who built the model of the Illinois district school house which was exhibited at the World Fairs at Portland, Oregon, and San Francisco, California, and is now on exhibition at the Illinois State Fair.

THE LIBRARY ROOM

The library room is one of the most useful parts of the country school. Book shelves should be built into the wall and doors with good locks should be provided. A good lock should also be placed on the entrance door. There should be a table and a few chairs. An ordinary recitation bench would answer as a couch in case a child needed to lie down. Little children can be sent to this room to do hand work. Here they can move about and converse without disturbing the rest of the school. Occasionally a class of older children may be allowed to use the room when they have work to prepare that can be done best when they have freedom to converse. When the school room is used for public meetings all the children's books can be locked up in this room, where they can be had in the morning. If sewing is taught this room becomes very convenient.

The partition between the school room and the library should extend upward about seven feet. The upper work should be lattice work. The door should come only within six inches of the floor. This opening below the door and the lattice work above will provide for the heating and ventilating of the library.

WHEN FACING THE HOUSE IN DIFFERENT DIRECTION.

It may face south, east or west, but preferably not north. To avoid facing north the end of the building may face the road and have the entrance from the side.

PLAN FOR SEATING.

In the floor plan on page 27 the middle row should be No. 6's, the row to the left No. 5's, and to the left of that No. 4's, to the right of the row of 6's should be No. 3's, and to the right of this No. 2's. This arrangement brings the little ones near to the teacher where she can easily look after their needs. It separates the advanced from the intermediate pupils, a very desirable condition.

The seats should be in line in front, but need not be in the rear.

Two seven-foot benches and the front seats afford enough recitation seats. They should be so placed that pupils and teacher may pass between them.

There should be no platform for the teacher's desk. It is of no use whatever, is in everybody's way and is a great draft on the teacher's energy.

THE FUEL ROOM.

It is a great hardship for women teachers to have to carry coal from a distant part of the yard. The fuel house very frequently does not protect the contents from rain and snow. The fuel room should have a concrete floor. The door to the room should be close fitting so that dust does not enter when coal is being placed in the fuel room. Both outside and inside doors should be protected by planks which can be placed as the bin fills up and can be removed when they are not needed. This room should be lined with heavy lumber, behind which should be building paper, so that dust may not escape.

When building a new house the cost of this room is much less than a separate coal house and the convenience of it is worth much.

Experience has shown that objections against having the fuel room connected with the building are groundless. All who have tried it say it is a great improvement.

THE SCHOOL ROOM.

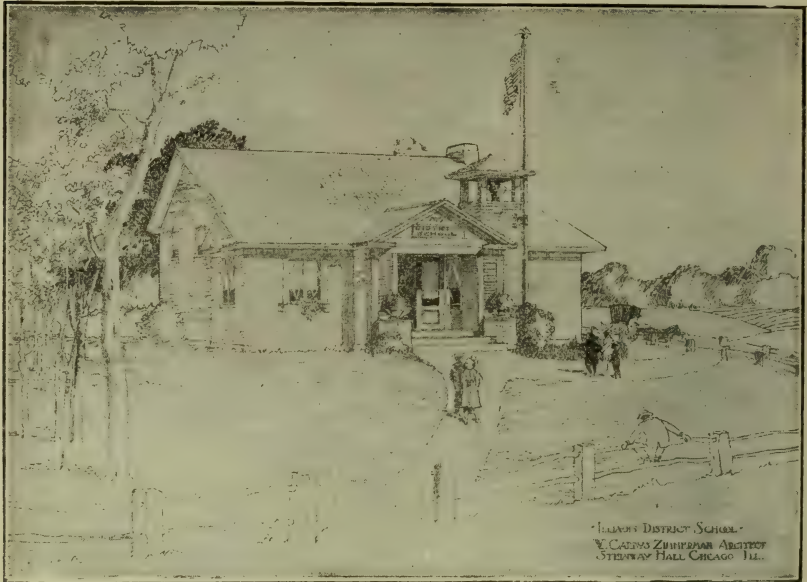
The school room is 23 by 31 feet and the ceiling is 13 feet high. It will seat comfortably forty-five pupils. The floor plan shows thirty desks and five backs, seating thirty pupils. Two more rows may be placed in the rear and one in front, making forty-five desks. Every door is within plain view of the teacher, as is the play ground at the rear of the building. The house may be built larger and improve its appearance.

TINTING THE WALLS.

The walls of a school room should be tinted so as to afford the children the best light and in such colors as are most restful to the eyes. To tint all the surfaces, ceiling and walls the same color is always bad, especially if the color is dark. It makes the room look like a cave. Paper should not be placed on new walls. It will not stay on and is insanitary. Alabastine or a similar preparation is the best. It is inexpensive, any one can apply it and it will stay. The proper colors can be easily obtained. Two schemes are recommended, one in green and one in tan. The wainscoting should be a chocolate brown, the walls up to the border should be a light green, no darker than a robin's egg. The border and ceiling should be a cream color.

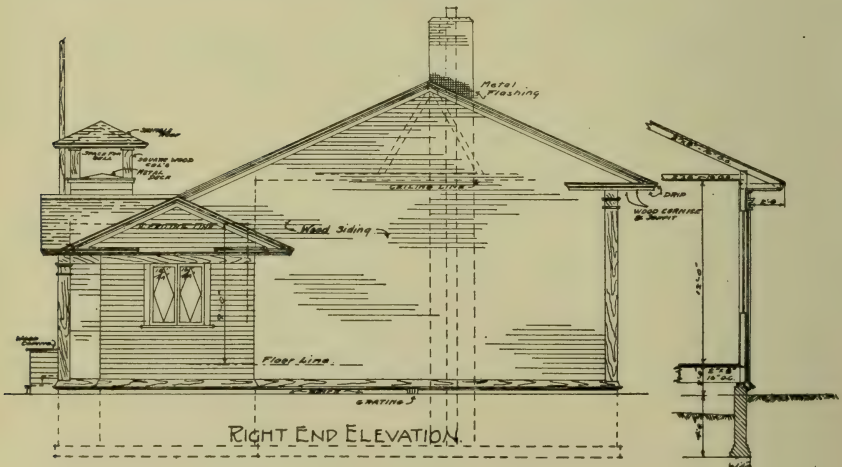
When tan is the prevailing color the wainscoting should be brown, the walls tan, the border and ceiling a light cream. If paint is used it should have no gloss.

The colors recommended give the room a homelike, cheerful look, and make the light more favorable than any other colors. A dark ceiling greatly darkens the room. It absorbs the light instead of spreading it over the



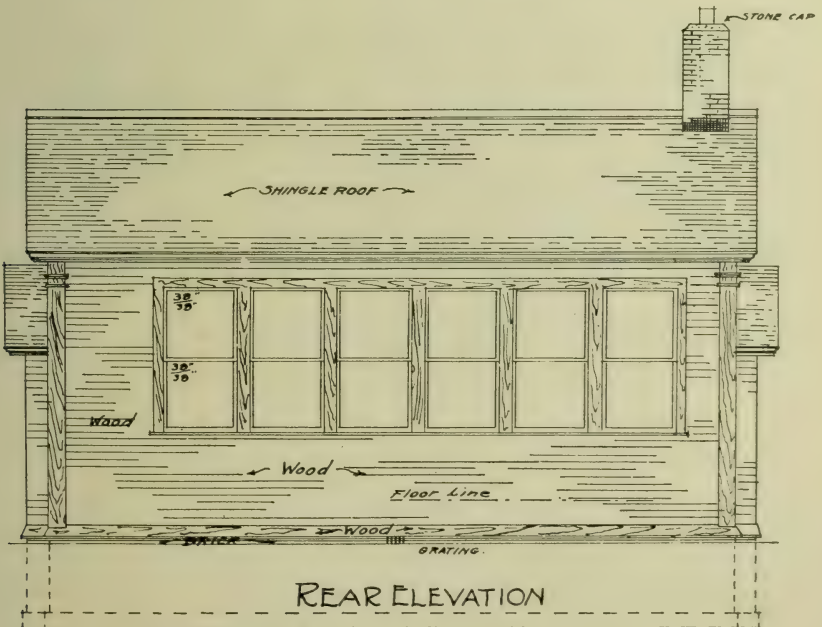
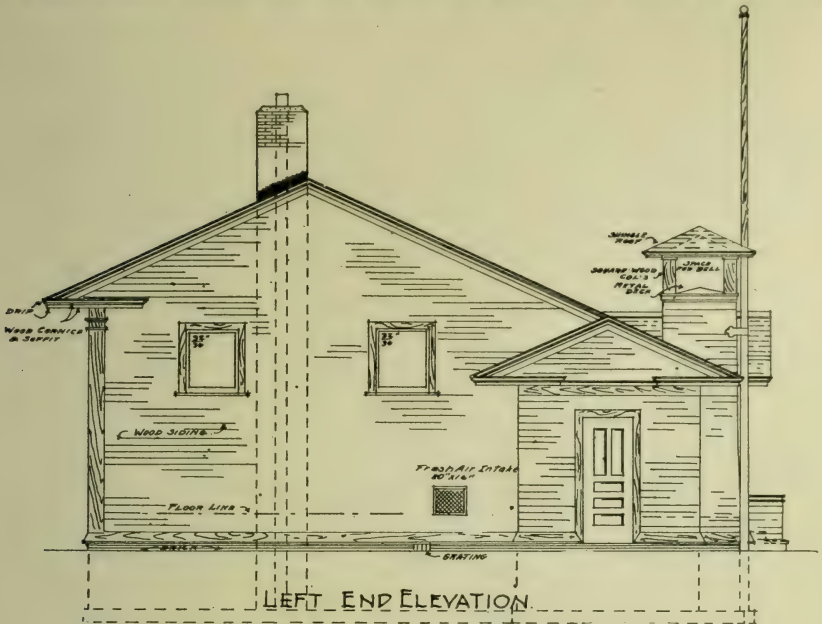
Perspective of modern one-room school house.

room. When a room is ceiled with hard pine the walls may be left the natural color, but the ceiling should be painted a light yellow.

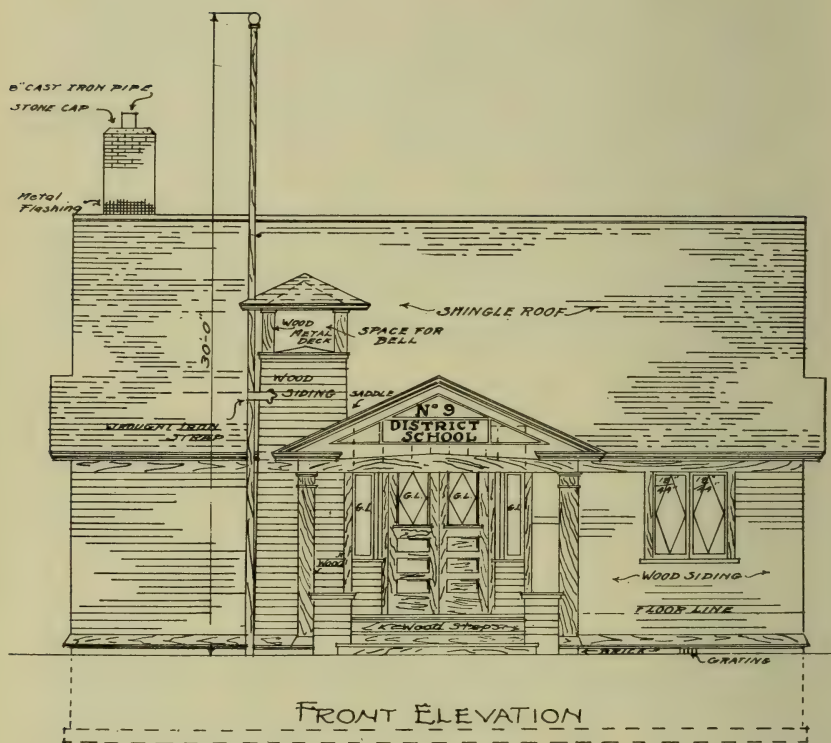


THE LIGHTING.

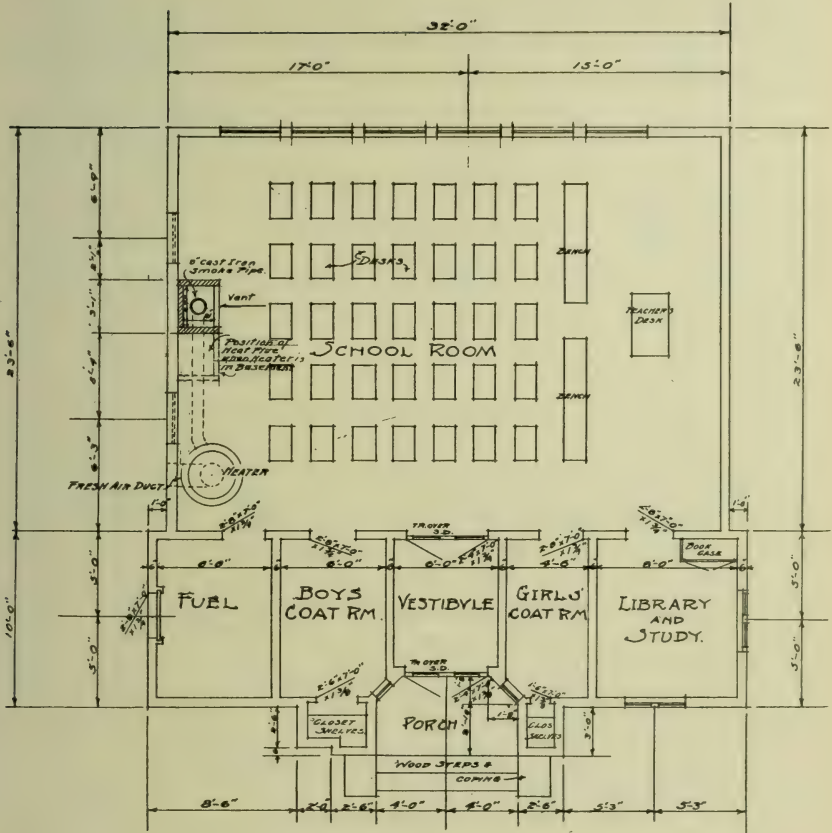
When possible the light should come from the north or east. In this room it comes almost wholly from the left of the pupil. That which comes from



the rear is so high that it casts no shadow on the pupil's work. All windows (except north windows) should be provided with heavy white or light yellow tint shades.

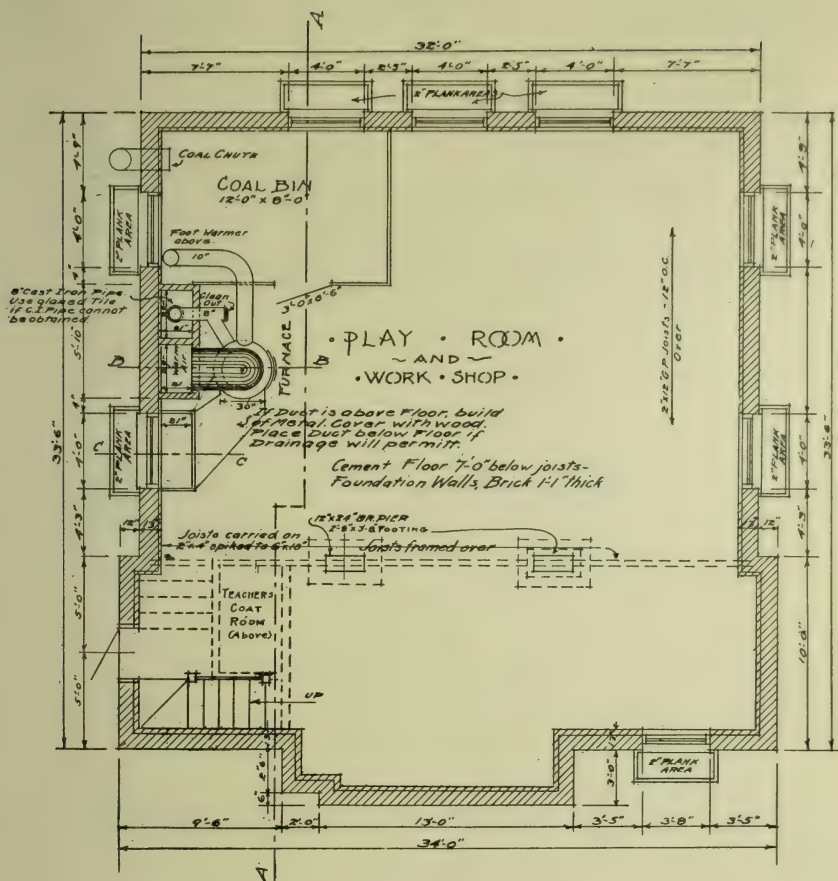


Light should never be admitted from in front of the children. Even one window is very injurious.



FIRST FLOOR PLAN





✓ FOUNDATION PLAN -
WITH BASEMENT.

BILL OF MATERIALS.
Illinois District School.

Excavation—

Trench, 142'x2'x4'
4 Piers, 2'x2'x4'.
Chimney pier, 1'x4'x6'.
32'x35'x1'.

85 cu. yds.

Brickwork—

141 5' 9" wall, 5' deep.
1 flue, 1.5'x4'x26' high.
4 piers, 13"x13"x5'.
6 yds. sand.
5.5 bbl. lime.
5.5 bbl. cement.

11.2 M.

Flag Pole Base—

Concrete, 2'x2'x1'.

4 cu. ft.

Chimney Cap—

Stone, 4'x1.5'x4".

Ventilating Grates in Foundation—

5 vents, 6"x9", cast iron.

Flue Lining—

12"x12"x20' high, or 8" iron pipe or sewer tile.

Woodwork—

Girders, 6 pcs., 6"x10"x12'.

Sills, 6 pcs., 2"x8"x20'.

Sills, 8 pcs., 2"x8"x16'.

Floor joists, 59 pcs., 2"x8"x12'.

Floor joists, 13 pcs., 2"x8"x10'.

Studs, 108 pcs., 2"x4"x14'.

Wall plates, 8 pcs., 2"x4"x16'.

Wall plates, 4 pcs., 2"x4"x18'.

Wall plates, 4 pcs., 2"x4"x12'.

Ceiling joists, 25 pcs., 2"x6"x24'.

Ceiling joists, 34 pcs., 2"x4"x10'.

Rafters, 52 pcs., 2"x8"x16'.

Rafters, 26 pcs., 2"x4"x14'.

Rafters, 5 pcs., 2"x4"x16'.

For cripples, 40 studs, 2"x4"x12'.

Roof sheathing, 1,100 sq. ft., 1"x4".

Roof braces, 26 boards, 1"x4"x16'.

Roof shingles, 13,000.

Boxing, 2,040'x1".

Siding, 2,500'x4".

Flooring, 1,450 ft., 1"x4".

Cornice plancier, 225 ft., 1"x4" wainscoting.

Wainscoting, 860 sq. ft.

Lining for fuel room, 250 sq. ft. flooring.

Cornice crown mould, 234 ft. 4" wd.

Finish lumber, base, corner-boards, frieze, ridge-boards and steps, 655 ft.

Doors in Frames—

Outside double doors, 4'8"x7'x1 $\frac{3}{4}$ " G. P. Tr. 16", 5 lights.Inside double doors, 4'8"x7'x1 $\frac{3}{4}$ " G. P. Tr. 16", 5 lights.4 doors, 2'8"x7'x1 $\frac{3}{4}$ ".1 door, 2'6"x7'x1 $\frac{3}{8}$ ".1 door, 1'6"x7'x1 $\frac{3}{8}$ ".Outside fuel door, 2'8"x7'x1 $\frac{3}{4}$ ".

Windows and Frames—

Group of 6 windows, box frames, 2 L. 38"x38".

2 windows, plain frames, 1 L. 32"x36".

2 windows, plain frames, double folding sash, 1 L. 16"x44" hinged outside.

2 windows, plain frames, single sash, hinged outside, 1 L. 10"x44".

1 flag pole 30' long, 5"x5" and 3"x3", W. I. holder.

Lath, 5,100.

Plastering—

9 bbl. lime.

6 yds. sand.

15 bu. hair.

Sheet metal, hardware, painting, desks, paper hanging, decorating walls and ceiling, heater, ventilating register, fresh air duct, blackboards, walks.

It is impossible to state exactly what the cost of this building will be, for

the price of both material and labor differs in different localities. Without the basement the cost will probably vary from \$1,350 to \$1,650. The basement will probably cost from \$250 to \$300.

Note:—For actual cost of a building built according to this plan, see page 18.

A LESS EXPENSIVE HOUSE.

In some districts the assessed value of the property is so low that it will be impossible to raise the money by taxation to build so expensive a house as the Illinois district school. For such a less expensive plan is suggested.

The foundation 28 by 32 feet; the school room 23 by 26 feet 6 inches; the library, 7 feet by 8 feet 8 inches; the coat rooms, vestibule and the fuel room each 4 by 7 feet. The room will seat 35 children.



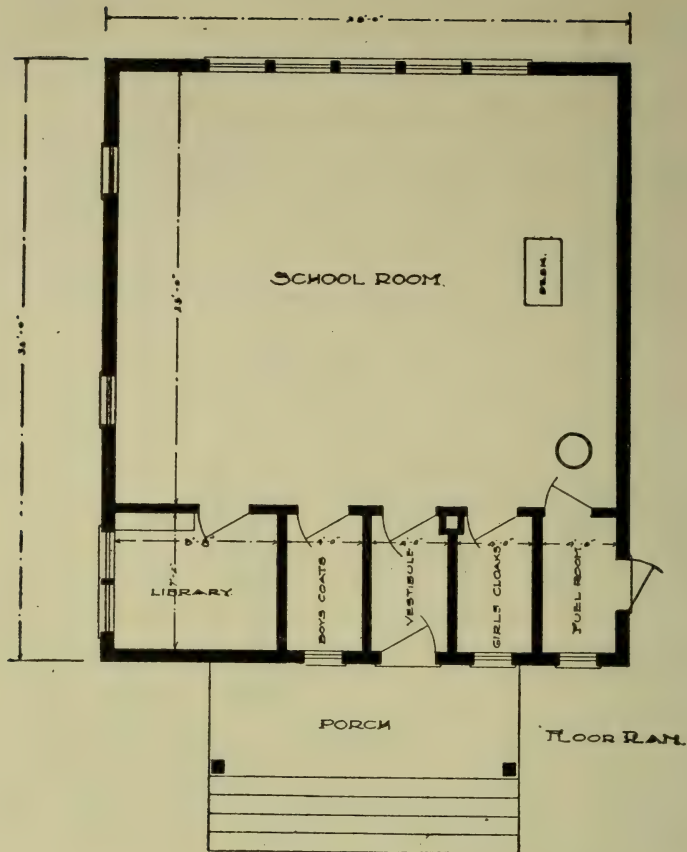
A Less Expensive House—Perspective.

It provides all the conveniences of the more expensive house, but is smaller and plain in appearance. The cost of building will be from \$1,000 to \$1,200, depending upon the price of material and labor in different localities.

If a district desires this house with a more attractive front, the entrance to the model house may be used, leaving off the tower. With glass doors both within and without this makes a very attractive entrance.

The floor plan represents the house facing south. When it faces west or north, the windows should be where the small windows are shown. When it faces east, the windows should be where the blank wall is shown. North light is the best and next best is east. The children should face so that the light comes from the left and the rear.

A better arrangement is to place the library room where the fuel room is and the fuel room where the library now is. The stove should then be placed near the fuel room.



A Less Expensive House.—Floor Plan.

REPAIRING AND IMPROVING OLD BUILDINGS.

Most of the country school houses built forty years ago are usually of the type shown in figure 1. The timbers are still sound and districts do not like to discard the old and build new houses. A house of this type can be repaired and improved at small cost. The house then will be good for a generation.

Figure 1 shows the school house that is found in many places. It has no vestibule nor coat rooms. There are windows on both sides and often at the ends, sometimes the windows are on four sides, making it impossible for a child to sit without facing the light. This is useless and injurious to the children. The desks are double.

The improvement suggested does away with the platform and the double desks. It provides a vestibule and two coat rooms in front, a fuel room and library at the side. The lighting is from the left and the rear and is perfect.

The library and fuel room can be placed similar to that in the cheaper plan of the Illinois district school and the lighting arranged in the same way.

In repairing old buildings a good foundation should be provided. The ventilators in the walls should be closed in winter. It will save a ton of coal and add greatly to the comfort of the children.

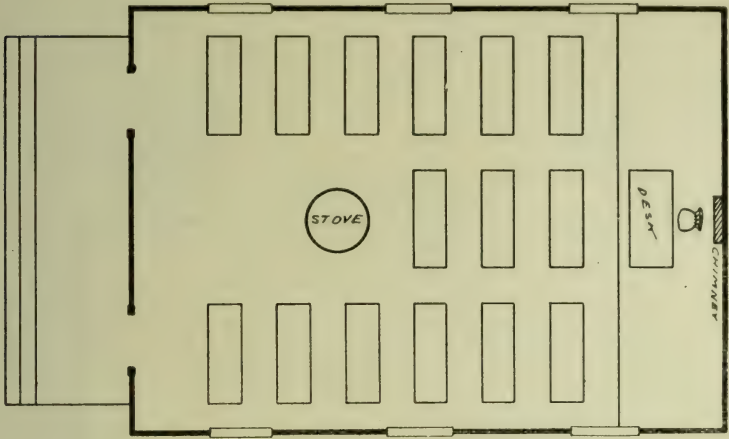


Fig. 1.

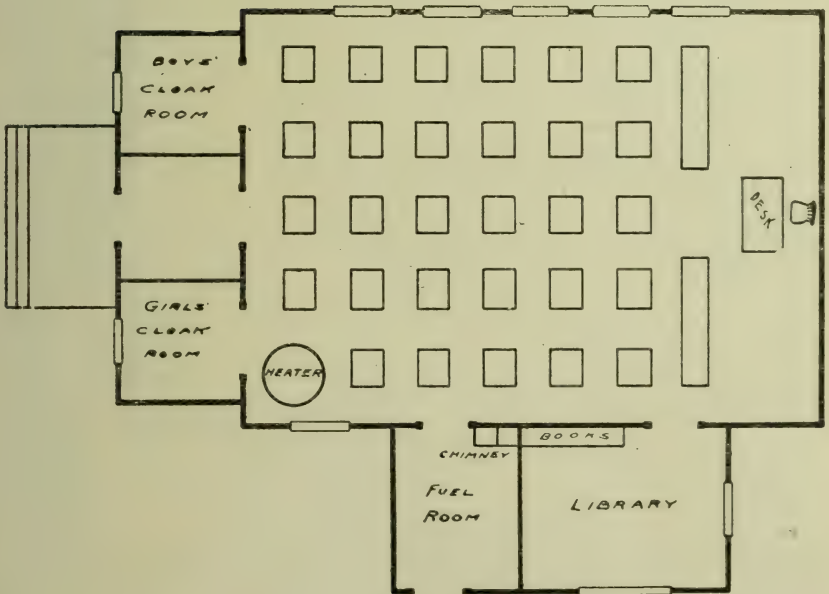
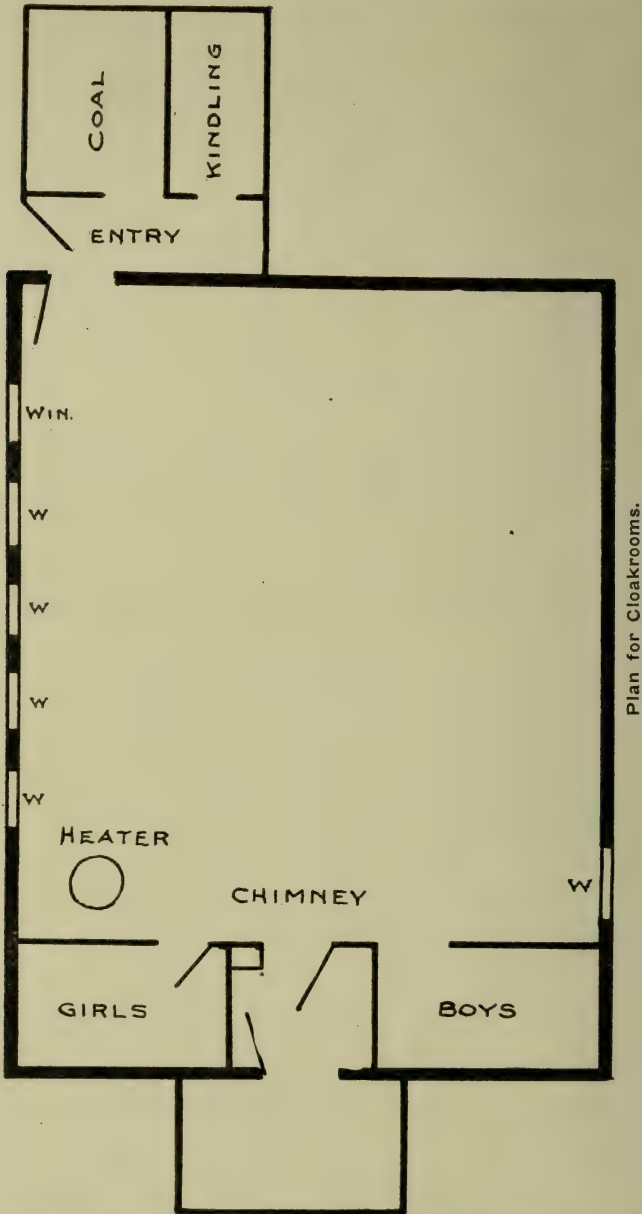


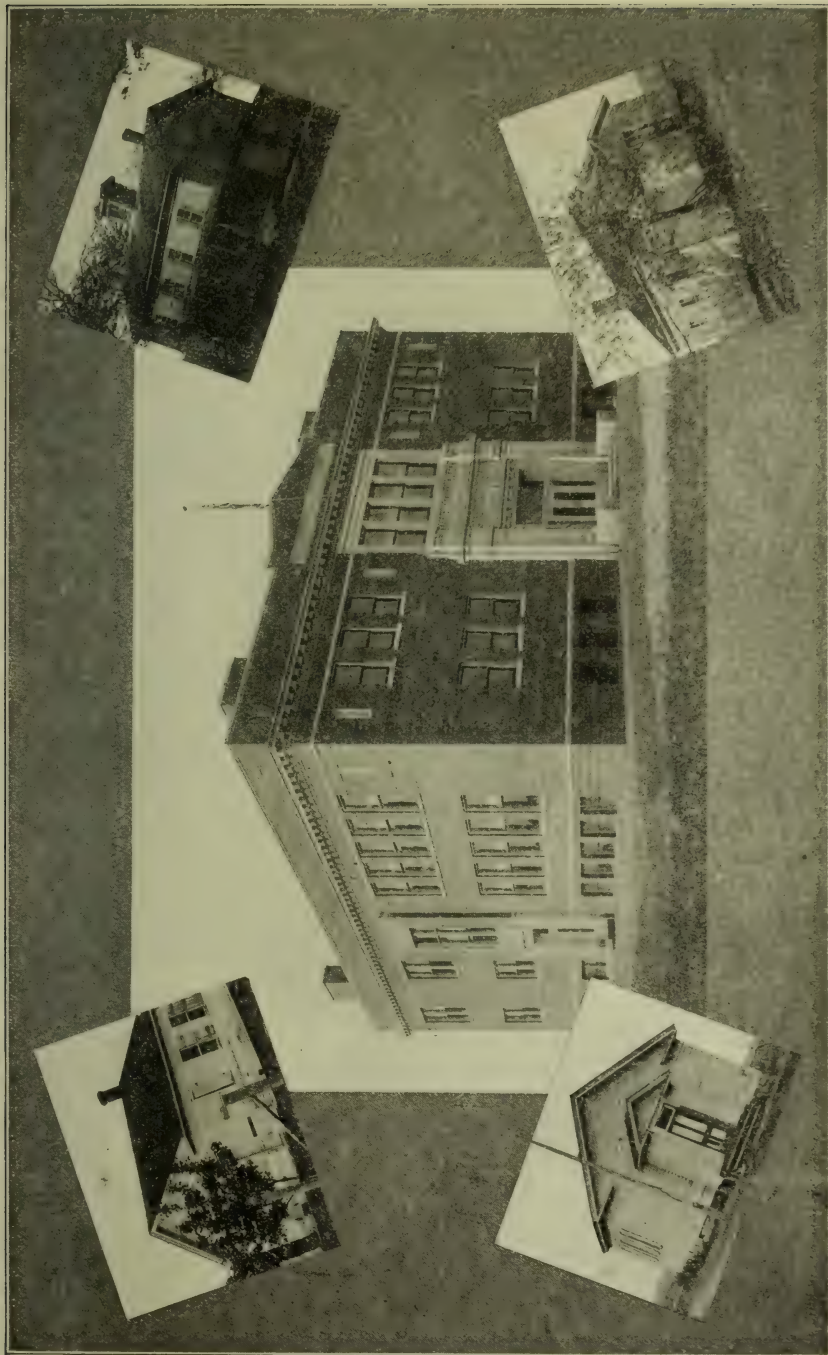
Fig. 2.

INEXPENSIVE CLOAKROOMS, ENTRY, AND FUEL HOUSE.

Many country school houses consist of four walls only, the door opens directly into the school room and the children's wraps are hung on the wall. Such a house can be made fairly comfortable by erecting matched ceiling



partitions as shown above. The walls enclosing the entry should extend to the ceiling, but the cloakroom walls should extend upward only six and a half feet. They should be raised six inches from the floor so as to allow the air to circulate freely. The double chimney should be placed in the entry and the heater in one of the corners or near the cloakroom.



District No. 135. District No. 136.

Rollo Consolidated School.

East Paw Paw. District No. 137.

CONSOLIDATED SCHOOLS.

Rollo School—Harlem School—John Swaney School—Milford— Kishwaukee.

Although there is no law authorizing the transportation of pupils at public expense, consolidation of small districts has made a beginning in Illinois. County superintendents report twenty-three consolidated schools. Some of these are the union of two country districts and now employ one or two teachers. Some are the union of one or more country districts with a village district, the work done being the same as that of the usual village school.

The attempt is here made to give the facts about the five consolidated schools which meet the expectations of those who favor consolidation. It is hoped that these facts may be of assistance to those who are studying the problem.

HOW TO CONSOLIDATE SEVERAL DISTRICTS.

There are three methods by which the consolidation of several districts may be begun:

First method: As provided by paragraph 2, section 46 of the general school law. A majority of the legal voters of each district may petition the board or boards of trustees to consolidate the districts named in the petition. Sections 52, 53, 54, 55, 56, 57, 58 and 60 of the general school law give clear and specific directions for the necessary steps.

Second method: As provided by paragraph 4, section 46 of the general school law. Two-thirds of the legal voters of the districts or parts of districts within the territory described in the petition may petition the board or boards of trustees. This method must be used when part of a district is desired in the consolidation. When part of a district is taken the remainder must contain not fewer than ten families.

Third method: As provided by section 48 of the general school law. Twenty-five legal voters of each of the districts to be consolidated may petition the board of education or board of trustees to call a special election. This method is preferred when a country district wishes to unite with a city district. The city can submit the question at an election and the country district may secure a majority of the legal votes by petition, or may hold an election.

The petitions being filed and notice being given, as provided by law, the case is in the hands of the trustees and their duty is to decide it for the best interests of the schools.

Those favoring or those opposing the proposition may appeal the case to the county superintendent of schools, should the decision of the trustees be contrary to their wishes.

ROLLO CONSOLIDATED SCHOOL, DEKALB COUNTY.

Assessed valuation of consolidated district.....	\$570,903.00
Total revenue of consolidated district.....	3,874.75
Rate of tax for all school purposes.....	\$2.45 on \$100
Total revenue before consolidation.....	3,174.98
Average rate of tax before consolidation.....	\$.60 on \$100
Cost of new school building.....	29,978.81
Number of teachers employed.....	6
Number of teachers employed before consolidation.....	8
Number of pupils enrolled in consolidated school.....	112
Combined enrollment in old schools.....	86
Means by which children get to school—The district furnishes wagons during the winter. Each one comes with his or her own rig at other times.	

The following account of what the Rollo consolidated school is doing was reported by the Principal—S. H. Dadisman, Rollo, Illinois.

HISTORICAL.

This school is located at Rollo, Illinois, near the center of Paw Paw township in DeKalb County. The consolidated school movement began about four years ago. Last winter after several meetings were held, petitions



Teachers' Home, Rollo.



High School Manual Training Class—Rollo.

were signed and a board of directors, George S. Hyde, Pres.; H. H. Bullis, Sec., and C. S. Firkins, were elected to represent the seven districts and the

two half districts. They went to work and with the help of the county superintendent, W. W. Coultas, the \$28,000 school house is the result.

The building is built of buff brick with terra cotta cornice. It is 84 by 67 feet. The basement consists of a boys' and girls' play room each 24 by 30 feet, and a domestic science and a manual training room each 23 by 34 feet. These rooms are well equipped for classes of twelve students each. The new sewing machines and the white Vitralite tops on the tables make the domestic science room the most attractive room in the building.

The first floor consists of two class rooms each 23 by 30 feet, and an assembly hall 32 by 56 feet. This hall with its stage, curtains, piano, program, clock, 280 opera chairs and artistic decorations is a model for any rural community.



Class in Domestic Science—Rollo.

The second floor consists of two class rooms 23 by 30 feet, and four high school recitation rooms, two of which are 16 by 17 and two are 16 by 21 feet. The desks in all of the class rooms are the adjustable sanitary steel desks and chairs. The recitation rooms have movable armed chairs so that the class tables can be used in them. The laboratory is 19 feet 6 inches by 32 feet with 6 regular college microscopes, laboratory tables and complete chemical and biological apparatus. It also contains equipment for the agriculture work.

The library room is 17 by 25 feet with the tables, office desk and 7 sectional bookcases. The library has nearly 1,000 volumes in it. Werner's Encyclopedia Britannica, in 31 volumes, and the 1913 edition of Webster's International Dictionary are some of the books.

The total cost of the entire equipment is about \$3,000. The inside finish is of No. 1 oak with the walls beautifully decorated.

The blackboards are genuine slate. The outside ventilators with hot air system make the heating system satisfactory. The generator for the gasoline is in the basement.

There are ten acres of school grounds. One and a fourth acres are in orchard of apples, peaches, pears, quinces for class work. One and a half acres is used for the school gardens of the different classes. Each child



Class Judging Horse by Score Card—Rollo.

will take care of his or her own garden under the direction of the teacher. One acre is in Alfalfa for the purpose of getting it in shape to start an



Class in Gardening—Rollo.

experimental plot for next year. A base ball diamond, the children's play ground and four lawn tennis courts occupy the ground around the house and the rest is taken up in experimental plots. These plots are carried



Horticultural Class at Work—Rollo.

on in connection with class work. A \$6,000 house was recently completed on the campus for the teachers to feel at home as they all board here.

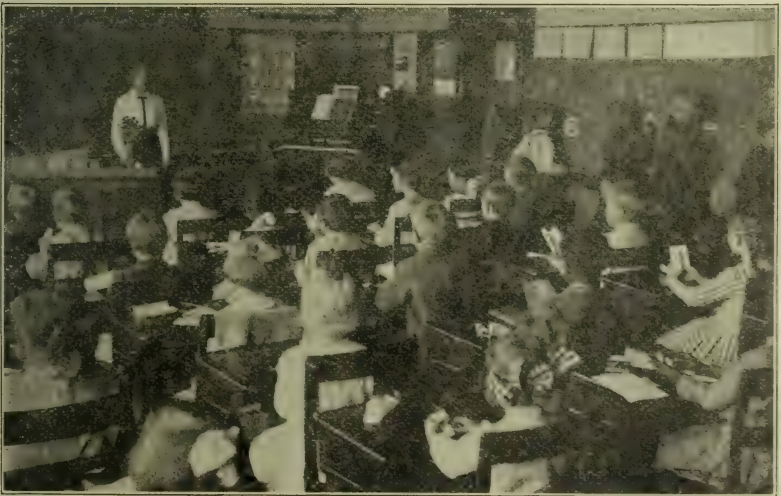
INDUSTRIAL AND SOCIAL WORK.

The high school starts with the seventh year, giving the seventh and eighth year pupils a chance to come in touch with the high school teachers. Besides these two years a full four years' course is given.



Intermediate Grades—Rollo.

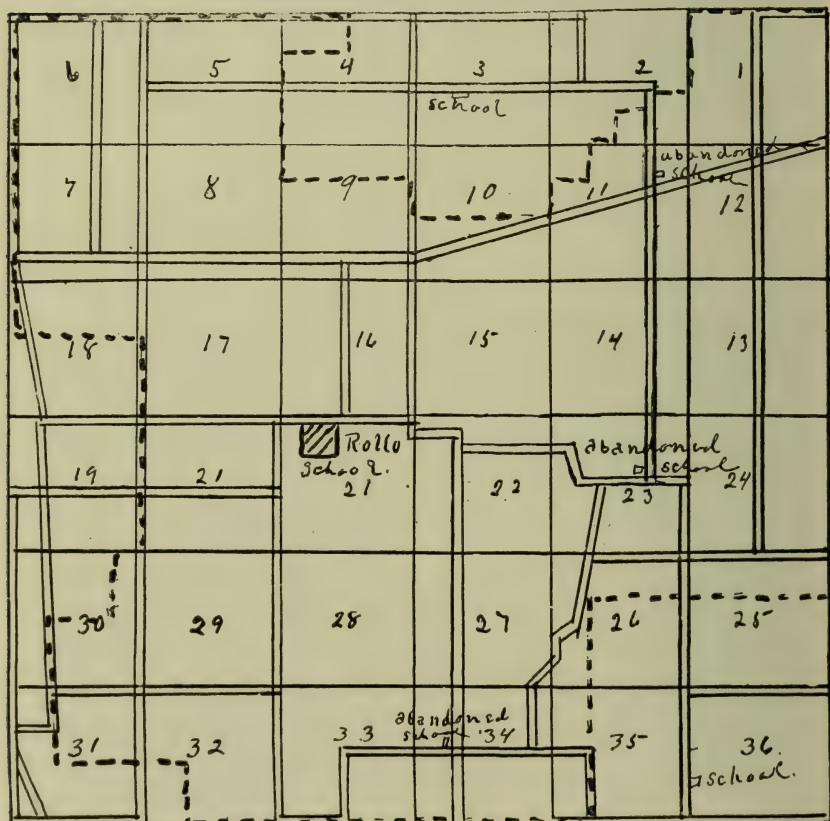
In the domestic science room the children are taught to cook and to make their own clothes. In the manual training class the boys are taught to make things that are useful. Drawings are submitted until they meet the approval of the teacher, before the boy starts to work. He is then per-



Primary Room at Work—Rollo.



Drinking at the Bubbling Fountain—Rollo.



The Rollo School District.

mitted to take some of the things home such as turkey trough, hog trough, poultry brooder, flower stand, book rack, book case, milking stool, drawing table and seed tester.

The literary society meets every two weeks on Friday night. A grange is soon to be organized. The school is the social center of the community. The children and parents too take ideas from here and turn them into dollars. As an example one father has sold his scrub stock and is replacing them with pure breeds. Almost every farmer in the township will test his seed corn.

In the general agriculture course a model farm is taken, fenced and farmed, giving the children a chance to work out the local conditions. The necessary buildings are then planned. The mathematics are correlated with this course, giving the children a chance to work from a practical standpoint. Note books are kept as if it were real farming.

In working out the industrial system the pupils bring a card each week signed by their parents stating the number of hours they worked and what they did each day, as 15 minutes milking or 10 minutes doing the dishes.

The teachers are sometimes found of an evening and on Saturdays on the boy's farm helping him work his agriculture problems.

A \$1,000 brick church is replacing the old wooden church. Things are changing.

HARLEM CONSOLIDATED SCHOOL, ROUTE 9, ROCKFORD, ILLINOIS.

Assessed valuation of consolidated district.....	\$489,266
Total revenue of consolidated district.....	5,500
Rate of tax for all school purposes.....	\$1.16 on \$100
Total revenue before consolidation.....	1,600
Average rate of tax before consolidation.....	\$.95 on \$100
Cost of new school building.....	17,700
Number of teachers employed.....	7
Number of teachers employed before consolidation.....	4
Number of pupils enrolled in consolidation school.....	100
Combined enrollment in old schools.....	62
Means by which children get to school—Trolley car, 5c round trip or private conveyance.	

INDUSTRIAL WORK.

The following account of what the Harlem consolidated school is doing was reported by the Principal, Clifford C. Burns, Rockford, Illinois, R. R. No. 9:

The work that we have done in agriculture since the school has been occupied (since March, 1911), is as follows: One quarter of agronomy, a study of corn, the small grains and alfalfa, including methods of preparation of soil, planting, cultivating, harvesting, selection, care, judging and grading of seed, germination tests.

One semester to stock judging and feeding. A study of the chief types and breeds of farm animals. Score cards were used in every case and

actual judging of animals done on surrounding farms. Important topics in feeding were assigned with references and discussed in class.

One quarter of dairying was done using Farrington and Woll's "The Testing of Milk and Its Products." The work was largely a laboratory



Harlem Consolidated School, near Rockford, Winnebago County. course in which milk, cream, buttermilk, whey, butter, cheese and a few other conditions and products tested. The lactometer was used and a study of certified milk made.



Meeting of Farmers. Harlem School.

One quarter of plant propagation and fruit raising was given. Under plant propagation the various methods by which plants are propagated were explained, demonstrated and in budding and grafting outings the actual practice required.

In the discussions on fruit raising some of the topics receiving attention were the handling of the farm orchard, soil management, ordering, setting orchard, pruning and spraying.

Next year a course in soils is to be given and a quarter probably to farm management. With these two exceptions the work has actually been given as outlined.

In manual training the 6th and 7th grades received two 45-minute periods per week. The 8th grade received 3 quarters of mechanical drawing, 45 minutes per day and one quarter of shop wood work 80 minutes per day.

The high school pupils have had one semester of mechanical drawing and one semester of wood work.



Harlem School Garden.

A course in forge work is being contemplated by the board of education and possibly later a course in concrete or carpentry.

In domestic arts our teacher has been following the syllabus gotten out about a year and a half ago in this State.

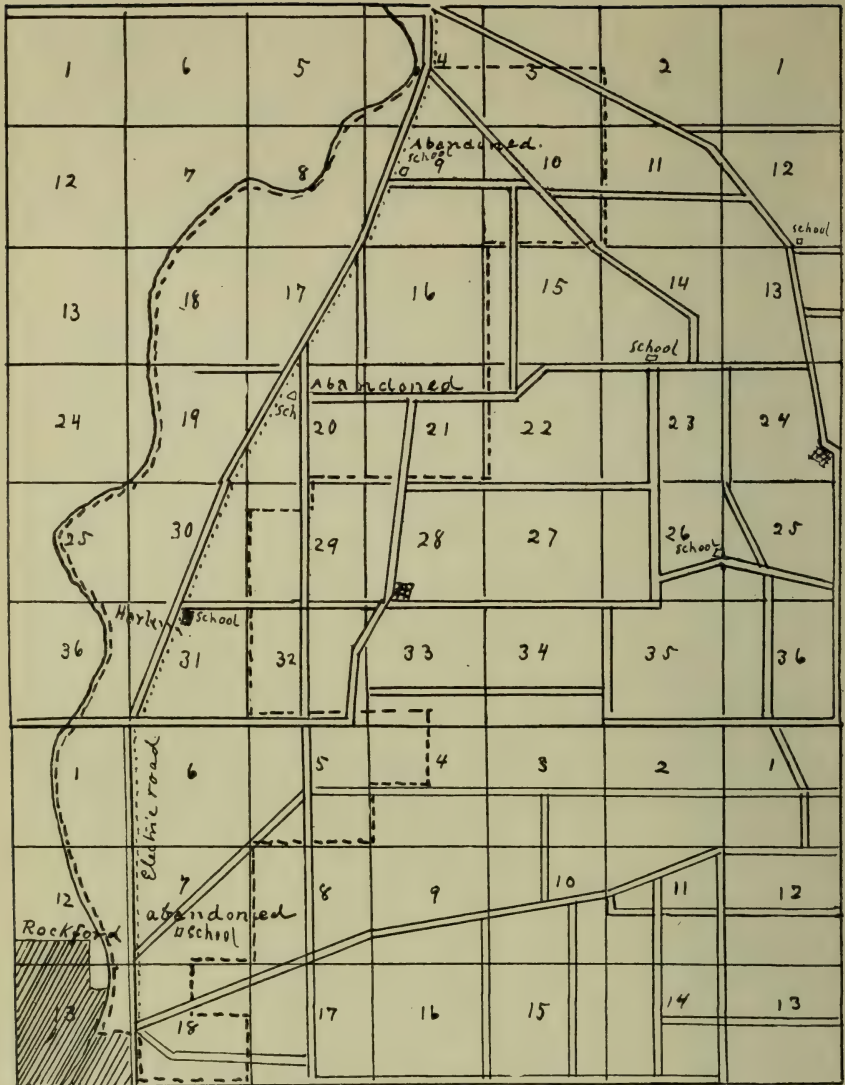
Under recreation, cultural exercises and social activities, I will mention the following:

This school has been host to the eastern half of the county for two years in a Play Festival. This was first begun in this school and carried out and has since covered the entire county in two other festivals. This year a county Field Day was held for the winners of each of the three festivals to compete. The festivals consist of play hours for different groups in the forenoon and a field meet in the afternoon. A kite tournament was successfully given this year.

Folk dances have been taught during the last year here and the first year of organization physical culture, given. A large number of games have been taught and the team games emphasized.

A school band of about 18 pieces has been successfully organized. Band concerts have furnished a large number of social functions.

Last fall the first plowing match in the county was organized in connection with our community fair. These two features are now organized under a permanent association to promote recreation, plowing, individual farm exhibits, and a display of the children's home gardens which has been the phase of the work particularly emphasized here.



The Harlem School District.

HARLEM CONSOLIDATED SCHOOL SOCIAL CALENDAR. ADMISSION FREE.

- Oct. 31. Hallowe'en Program, sponsored by Home Economics Club. Basket Social.
- Nov. 14. Mass Meeting of Fair Association. Program and Social.
- Dec. 12. Social Concert and Supper sponsored by Band.
- Jan. 16. Social Concert and Supper sponsored by Band.
- Feb. 13. Social Concert and Supper sponsored by Band.
- Mar. 13. Social Concert and Supper sponsored by Band.
- May 16. Play Festival N. E. Division at South Beloit.
- June 13. School Picnic.
- June 15. School Play. (Admission.)
- June 17. Graduation.

"THE SCHOOL A SOCIAL CENTER."

JOHN SWANEY CONSOLIDATED SCHOOL, McNABB, PUTNAM COUNTY, ILLINOIS.

Assessed valuation of consolidated district.....	\$318,794
Total revenue of consolidated district.....	6,119
Rate of tax for all school purposes.....	\$1.92 on \$100
Total revenue before consolidation.....	1,986
Average rate of tax before consolidation.....	\$1.44 on \$100
Cost of school building	14,000
Number of teachers employed in consolidated district.....	6
Number of teachers employed before consolidation.....	3
Number of pupils enrolled in consolidated district.....	118
Combined enrollment in old schools.....	60
Means by which pupils get to school—Private conveyance or walk.	

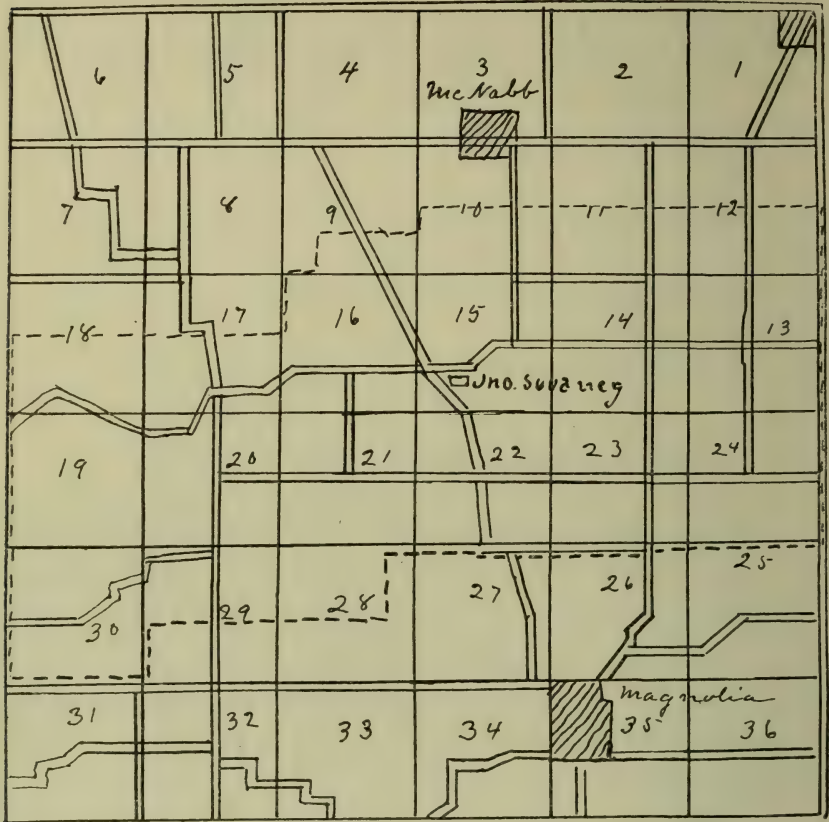


The John Swaney Consolidated School.

GENERAL STATEMENT.

The John Swaney Consolidated School was established in 1906. The consolidated district comprises three ordinary school districts extending in a general east and west direction, and the school is situated near the center of this territory. It stands in the open country, being two and one-half miles from McNabb, the nearest village.

Far from considering this feature a drawback, the community points to it with pride, for it had the courage to undertake without a precedent what it has successfully demonstrated: that culture, refinement and a rich community life can be developed through education in the country. Our country children pass through the high school without having the notion unconsciously developed within them that the good things of life are to be sought only in town.



The John Swaney School District.

The high school is the only four-year recognized high school in the county at the present time. It is fully accredited at the University of Illinois. The Harvard entrance examinations were passed in a most creditable manner by one of its graduates. Seventeen of its alumni are today attending colleges or universities. The principal is a graduate of the State Agricultural College, and graduation from a normal school is the minimum requirement for the other teachers.

EQUIPMENT.

The school is housed in a two-and-a-half story brick building, containing four recitation rooms, two laboratories, an auditorium, a library and office room, manual training room, girls' play room, furnace room, toilets and cloak rooms. The entire building is lighted with gasoline gas, and the lab-

oratories are supplied from the same source. The building is heated with steam and provided with an air-pressure system to supply running water.

The various departments, such as chemistry, physics, agriculture, domestic science, biology and geography, are amply equipped with laboratory apparatus and material.

The school library contains about 1,200 bound volumes. In addition, a systematic filing is made of all bulletins received pertaining to agriculture and domestic science. Some of the best current literature to be had comes regularly to the reading table.



Play Ground at the John Swaney Consolidated School.

The school building is located on a twenty-four acre campus which provides ample facilities for play grounds, school gardens, etc. The teachers live together in the "Cottage", a building adjoining the school grounds. A stable with room for twenty-four horses helps to solve the problem of conveyance.

ORGANIZATION.

The eight grades are divided, four grades to a room. In the four upper grades the alternating system is used.

Four years' work is given in agriculture and two in domestic science in the high school. Thirty-five credits are required for graduation. Two teachers handle the grade pupils and three teachers give their full time to high school work. In addition a special music teacher is employed.

INDUSTRIAL WORK.

The work in agriculture has to do with the judging and feeding of all classes of live stock. A study of crops, soils, horticulture, farm buildings, and farm management.

The household science courses include studies in foods and cooking, clothing, sewing, care and planning of the home.

Manual training, with special emphasis on its relation to farming, is taught to the freshmen.

A special music teacher is employed who devotes full time to this phase of education. Private lessons in piano are given to over forty pupils without one cent of expense to them. In addition, a very live choral society is maintained under the direction of this teacher. The musical instruction in the lower grades is also ably supervised by her.

Two literary societies include in their membership the pupils of the entire school. Programs are given on alternate Friday afternoons, the entire school assembling.

Athletics are enthusiastically supported. The athletic association has charge of the text-book and stationery supplies and thereby maintains itself in a flourishing financial condition.

RECENT CONSOLIDATIONS IN WINNEBAGO COUNTY.

The following accounts of the New Milford and the Kishwaukee Consolidated Schools are reproduced from the Annual Report of County Superintendent Abbie Jewett Craig:

NEW MILFORD CONSOLIDATED SCHOOL.

The year 1914 brought forth two more consolidated schools in Winnebago County, the New Milford and the Kishwaukee. The New Milford district was formed by uniting three districts, numbers 107, 109 and 110, lying wholly in New Milford township. The Kishwaukee district is comprised of what was district number 202, New Milford township, union with Ogle County; number 203, union with Ogle County; and number 158, lying wholly in Ogle County.



New Milford Consolidated School.

The organization of these districts was effected by the township treasurers of the interested districts granting the petitions signed by a majority of the legal voters—men and women—in each district at their spring session the first Monday in April.



High School Room, New Milford Consolidated School.



Primary Room, New Milford Consolidated School.

Each new consolidated district contains $12\frac{1}{2}$ square miles of territory. Records in the county clerk's office show the following statistics for the year 1913:

	Valuation.	Levy.	Rate.
District No. 107.....	\$102,695.00	\$ 500.00	\$.49
District No. 109.....	123,345.00	550.00	.45
District No. 110.....	53,293.00	480.00	.91
Total.....	\$279,333.00	\$1,530.00	Av. .61%

For the year 1914—District No. 123 (consolidated), valuation, \$278,125; levy, \$2,200; rate, \$.81.

Bonds were issued amounting to \$7,500 to run 15 years, payable in annual installments of \$500 each, commencing August 1, 1916.

During the summer a brick veneer school building, 35 by 55 feet and two stories high was put up on the site of school building No. 109. The interior contains four rooms besides convenient hallways and a basement. The grades occupy the first floor, the high school has the second floor. The building is heated with a furnace and has a gas plant for lighting. The grounds were enlarged and a barn was built to accommodate the pupils' horses. October 28 the building was ready for occupancy.

The school will give four years' high school work commencing with two years' work this year. At the opening of school fifty pupils were enrolled in the grades and sixteen in the high school. Of this number twelve are tuition pupils. Other pupils entered later in the year. At this date there are fifteen pupils doing first-year high school work and two doing second-year. Three teachers are employed this year: Mr. Reed Williams, principal; Mrs. Alma Norton, grammar grades; Mrs. MacKinney, primary grades. Others will be employed as needed.

The present board of directors are: W. H. Robinson, president; T. W. Evans, secretary; Sherman Corlett, director.

THE KISHWAUKEE CONSOLIDATED SCHOOL.

Winnebago County now has four consolidated schools. The most recent one is the Kishwaukee School. Three districts were united and the school was dedicated November 19, 1915. It has 49 pupils in the grades and 6 in the high school.

KISHWAUKEE CONSOLIDATED SCHOOL BUILDING.

In size it is 42 by 52 feet. Concrete wall 8 feet high, 16 inches thick, and tile wall veneered with brick 20 feet on top of concrete.

It rests about 3 feet below the ground level.

The lower floor or basement consists of boiler room 14 by 16, two toilet rooms with shower baths and wash bowl in each, manual training room 14 by 16. Gymnasium or auditorium 23 by 50, high balcony running the whole length, large enough to seat eighty people. Fifteen feet 6 inches to the ceiling. Windows in gym are all screened, also lights.

Baskets for basketball and floor marked off for same.

The second floor consists of four class rooms and large wardrobe, with teachers' closets in each room.

The attic is also arranged for basketball and the other games; it is large and light.

The building is well lighted with no windows in front of children.

The Perry water system is used which supplies water for two drinking fountains and boiler and toilets and kitchen. The kitchen is directly over the boiler room 16 by 16 feet.

The building is heated by the vapor steam system, and has ample capacity to heat the building in coldest weather. The building is lighted with an acetylene lighting plant.

The sewage is taken care of with a septic tank.



KISHWAUKEE CONSOLIDATED SCHOOL BUILDING.

ADVANTAGES OF THE CONSOLIDATED SCHOOL.

In his dedicatory address Professor Newell D. Gilbert, of the Northern Illinois State Normal School, thus stated the advantages claimed for the consolidated school:

Personally, I regard the consolidated school as second to no other advance step in the evolution of American education; also I regard it as nearer of effective realization than any other movement of equal importance. I do not believe you farmers are holding a place of political and social influence nearly commensurate with your numbers, your wealth, your intelligence, or your force of character. So far as this may be true, it comes, I believe, from living rather isolated, being educated in isolated one-room schools, so that the farmer has lived and thought too much in individual, rather than social terms.

The consolidated school offers a redemption from this situation, and at the same time a great expansion and enrichment of every phase of rural life, for:—

1. It offers a rallying point for the people of a neighborhood about the greatest single idea in modern life, the education of children.
2. It stimulates an unlimited number of allied interests—entertainments, lectures, and discussions on live themes, such as will set all reading, thinking; and it helps to make country life bright and attractive, comfortable and profitable away beyond the power of the city to compete.
3. It means better teachers, in healthier rooms, with more books and apparatus, with playground and gymnasium, with laboratory and shop—and all used to carry out a course of study specifically adapted to make the most and best of rural life.

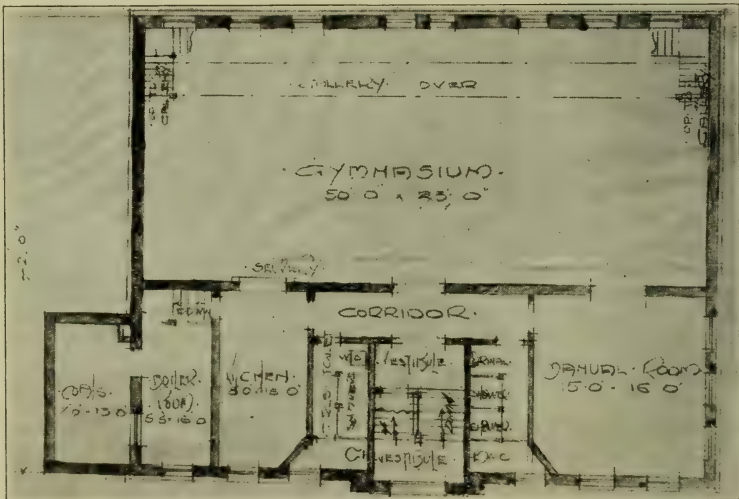
4. A rural community is so homogenous in occupation that the children can work out on a practical scale at home what is taught at school, and thus make their lessons part and parcel of their growing lives.

5. That gallery takes my eye; not with its grace, for it hasn't much; but it is crowded to the spilling point with splendidly capable young men. This consolidated school might readily hold them united in things to be done here—things industrial, political, educational, social, religious. In this comradeship of effort they would learn organization and leadership, fulfilling the fondest dreams of their elders and bearing Kishwaukee influence far.

6. Into this group will come other young men from the normal school and university, with the best treasures of these institutions, to be leaders in their ways.

7. In the acceptance of leadership from without will come your greatest difficulty and, in all possibility, your greatest single gain; for on the wisdom of your choice of teachers, on your ability to listen to them with neither too great prejudice nor too ready compliance, and to follow right leading, all else will hinge.

In view of all I have said, you will readily believe that I am glad to be here tonight; to meet you, the people of this Kishwaukee school; to see your sons and your daughters about you, so noble in measureless power, so beautiful in the inexpressible graces of young life. It is splendid that you have among you a great dreamer, and that you have the heart to honor him in the giving and acceptance of this excellent portrait, a symbol, I take it, of what you hope, a pledge of what you purpose. I have not, I am sure, gone beyond his dreams in what I have said; I shrewdly suspect that I am barely started. You have put your hand to a big task in a fine way. You will recall the word of the Great Teacher touching one who puts his hand to the plow and looks back.



Basement Plan, Kishwaukee Consolidated School.

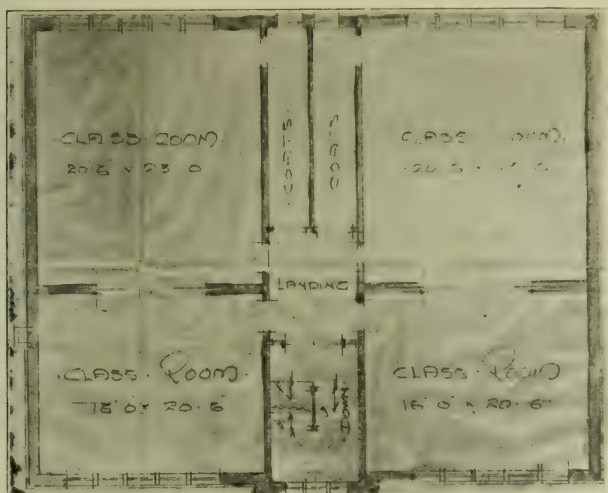
VALUATION.

District values, 1913, for what is now Kishwaukee consolidated district, number 202, were:

	Valuation.	Levy.	Rate.
District number 202.....	\$ 51,327	\$ 800	\$1.56
District number 158.....	67,094	425	.64
District number 203.....	52,565	600	.86

District values, 1914:

	Valuation.	Levy.	Rate.
District number 202 (consolidated).....	\$194,872	\$3,600	\$1.85



Plan for Main Floor of Kishwaukee Consolidated School.

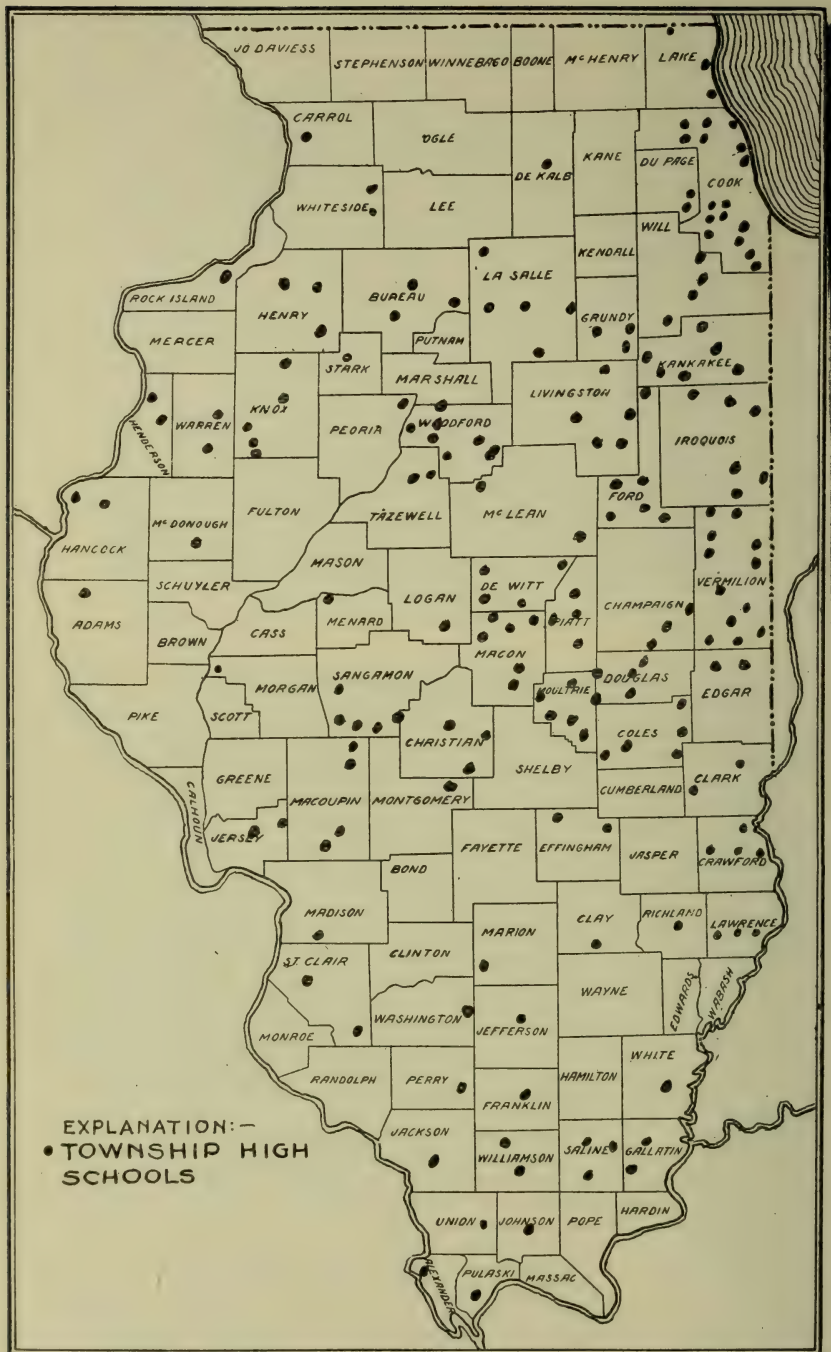
TOWNSHIP HIGH SCHOOLS.

Two causes have worked together to retard the consolidation of small districts in Illinois. No law permitting the payment of public funds for the conveyance of children to and from distant schools and the prevalence of roads unfit for hauling large loads during many weeks in the school year. Yet the desire for better schooling has led the people to devise means by the establishment of so-called township high schools. By this means they can keep their children in the elementary school near home until they have reached the age of fourteen. At this age it is not so great a problem to get them to a high school six or eight miles away.

The first township high school was established by special charter at Princeton in 1867. The general township high school law was passed in 1872. Under this law seventy high schools have been established. A special act was passed in 1905, under which two schools have been established. In forty-four years 73 high schools, including more territory than the usual school district, were established. The cause of this slow progress was the fact that the territory had to be a township. It was difficult to get a majority of the people to vote favorably except when the center of population was near the center of the township.

In 1911 a law was passed which enabled any community to establish a high school, regardless of township or county lines. Under this act, up to the present, 120 high schools have been established. These high school districts contain from 30 sections to 130 sections of land. Most of the schools are established in villages and cities, but some are in the open country.

The large amount of taxable property enables the districts to erect good buildings, provide excellent equipment, employ competent teachers, and maintain courses of study to meet the needs of all. Courses in agriculture, manual training and domestic arts are the rule. These schools serve as social centers and much is done to further the social, educational and industrial interests of the people outside, as well as within, the school.



Location of Township High Schools.

MINIMUM REQUIREMENTS WITH DETAIL SUGGESTIONS.

SANITARY SCHOOLROOMS.

At the last session of the Legislature the school law was so amended as to require the heating, ventilation, lighting, seating, water supply, toilets, and safety against fire to be such as to conserve the health and safety of the children attending the public schools. The penalty for not complying with these provisions is the withholding of the State distributive fund from the district until it has complied with the law.

Attention is called to the fact that in the case of new or remodeled buildings the law goes into effect at once. But for buildings already in use the penalties cannot be enforced until March 1, 1917.

School officers are advised to begin at once and do what can best be done now. By March 1, 1917, they will be able to meet all the requirements of the law.

THE LAW.

DUTY OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION.

SECTION 3, PARAGRAPH 13.

The duty of the Superintendent of Public Instruction shall be to prepare, with the advice of the State Board of Health, the State Architect and the State Fire Marshal, for school directors and boards of education specifications for the minimum requirements for the heating, ventilation, lighting, seating, water supply, toilets and safety against fire which will conserve the health and safety of the children attending the public schools.

DUTY OF THE COUNTY SUPERINTENDENT OF SCHOOLS.

SECTION 15, PARAGRAPHS 20, 21 and 22.

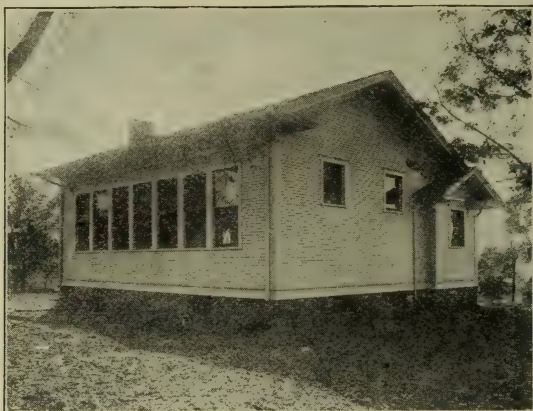
Approve Plans.—The duty of the county superintendent of schools shall be to inspect the plans and specifications for the heating, ventilation, lighting, seating, water supply, toilets and safety against fire for public schoolrooms and buildings submitted to him by boards of education or boards of directors, and to approve all those which comply substantially with the specifications prepared and published by the Superintendent of Public Instruction.

Inspect Buildings.—To inspect all public schools under his supervision and notify in writing before the first day of April the board of school trustees or other boards exercising similar functions, whether the several schools in their jurisdiction have or have not been kept as required by law.

Condemn Buildings.—To request the State Board of Health, the State Fire Marshal, or the State Architect to inspect public school buildings which appear to him to be unsafe, insanitary or unfit for occupancy. It shall be the duty of these officials to inspect such buildings and to state in writing in what particular they are unsafe, insanitary or unfit for occupancy. Upon the receipt of such statement the county superintendent of schools shall condemn the building and notify in writing the board of directors or board of education, stating specifically the reasons for such

condemnation. He shall also notify in writing the board of school trustees that the school so condemned is not kept as required by law.

Note.—To condemn a school building it is necessary to call only upon one: Upon the State Architect if the unfitness or danger is due to structure. Upon the State Board of Health in matters of sanitation. Upon the State Fire Marshal in case of great danger from fire.



Rear View Cross Roads School—Macon County.

DUTY OF THE TOWNSHIP TRUSTEES. SECTION 35.

Withhold Funds.—When the board of trustees has had notice from the county superintendent of schools that a district has not kept school as required by law, the part of the distributive fund apportioned to such district shall be withheld until the county superintendent has given notice in writing that the requirements of the law have been complied with. The amount withheld shall then be placed to the credit of such district: Provided, in cases where the schoolhouses were already in use for school purposes July 1, 1915, and do not comply with the minimum requirements for the health and safety of the pupils as set forth by the Superintendent of Public Instruction, the distributive fund shall not be withheld until after March 1, 1917.



Right Side Cross Roads School—Macon County.

DUTY OF BOARDS OF DIRECTORS AND BOARDS OF EDUCATION.

SECTIONS 114-119.

Seven Months Term.—The board of directors shall have the following additional duties:

To establish and keep in operation for at least seven months in each year, and longer if practicable, a sufficient number of free schools for the accommodation of all persons in the district over the age of 6 and under 21 years and to secure for all such persons the right and opportunity to an equal education in such schools.

Submit Plans.—Before erecting or remodeling a public school building the board of directors or the board of education in districts containing fewer than one hundred thousand inhabitants shall submit the plans and specifications respecting heating, ventilation, lighting, seating, water supply, toilets and safety against fire to the county superintendent of schools for his approval.

MINIMUM REQUIREMENTS.

Prepared by the Superintendent of Public Instruction.

Section 3.—School Law.

HEATING AND VENTILATION.

No form of heater shall be used which does not provide for fresh air to be taken into the room through the heater and foul air taken out of the room through a foul air flue.

A room heater and ventilator is any form of furnace which stands in the room and brings in air from the outside of the building and removes the foul air from the room.



Left Side Cross Roads School—Macon County.

ROOM HEATERS AND VENTILATORS.

No. 1.—When room heaters are used the stove shall be of suitable size to heat the room in all parts during coldest weather, to a temperature of 70 degrees F. without keeping too hot a fire.

No. 2.—The stove shall be surrounded by a heat proof jacket at least five feet high. Two kinds of room heaters may be used. First, one in which the jacket extends to the floor, provided that provision be made to admit air to the stove from both outside of the building and from within the room. Second, one in which the jacket does not extend to the floor but the construction is such that the entering air from the outside cannot spread over the floor.

No. 3.—In the first kind the damper within the fresh air intake shall be so constructed that when the outside air is admitted, the opening from within the room is closed and when the outside opening is closed, the opening from within the room is open. When the damper is partly closed, the air is admitted to the furnace from both sources.

No. 4.—The cross-sectional area of the opening into the foul air vent shall be equal to that of the cross-sectional area of the fresh air opening.

No. 5.—All classrooms shall have at least 16 square feet of floor space and not less than 200 cubic feet of air space per pupil.

FRESH AIR DUCTS AND VENT PIPES.

The following dimensions are recommended generally by experts:

A: When the foul air is taken out through the smoke flue:

	—Cubic Feet in Room—		
	8,000 or less	8,000 to 12,000	12,000 to 16,000
	sq. in.	sq. in.	sq. in.
Cross-sectional area of smoke flue not less than	192	256	400
Cross-sectional area of foul air vent into chimney not less than.....	144	216	320
Cross-sectional area of fresh air intake not less than	144	216	320

B. When the foul air is taken out through a flue separate from the smoke flue:

	—Cubic Feet in Room—		
	8,000 or less	8,000 to 12,000	12,000 to 16,000
	sq. in.	sq. in.	sq. in.
Cross-sectional area of smoke flue not less than	81	144	216
Cross-sectional area of foul air vent flue not less than	192	256	288
Cross-sectional area of fresh air intake not less than	192	256	288

The cross-sectional area of the vent flue shall be at least equal to the openings specified above.

JACKETS.

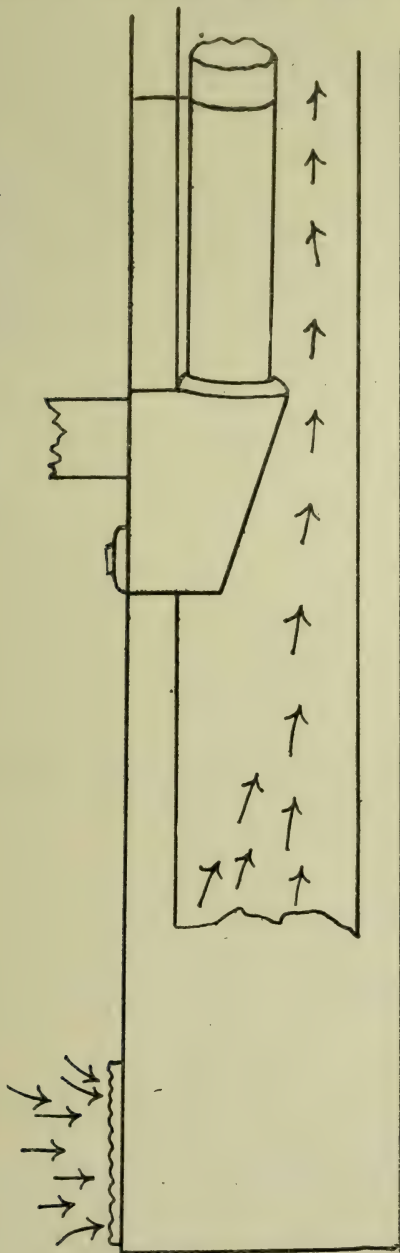
The jacket shall be of heavy galvanized or black iron or other material equally durable. It shall have an inner lining of corrugated tin or other equally durable material covering the part where the greatest heat comes from the stove. Between the inner sheet and the outside jacket there shall be sheet asbestos.

SUGGESTIONS.

HEATERS AND VENTILATORS ON THE MARKET.

There are many room heaters on the market. Some no doubt are better than others. Directors should use their best judgment in the selec-

tion. They should, however, make sure that the stove is large enough to heat the room, that it is made of durable material, that doors and draft openings are capable of being closed so well that fire can be kept over



Single Flue Ventilation.

night. They should also require that the law is complied with regarding ample provisions for ventilation, both in the intake and outlet of air.

Sheet iron ventilating shafts through the roof should not be purchased. They will not last nor do they render satisfactory service. The same is true of sheet iron ventilating pipes from the floor into the chimney. When heaters are installed, only chimney ventilation should be accepted. When the heaters now in use which were installed with sheet iron pipes need repairs, a chimney should be built which provides for ventilation.

IMPORTANCE OF CHIMNEYS.

The difference between the several kinds of room heaters is not so much a matter of construction as it is of durability of materials. Whether they do the work satisfactorily is dependent upon their proper installation.

The chimney is a very important matter.

A single flue chimney if of the proper size and height in proportion to size is satisfactory. The evil to provide against is the falling of soot to the bottom of the ventilating shaft. A device such as illustrated on page 61 will do the work.

A single flue chimney, with a smoke pipe through it, as shown on page 68, is the most satisfactory.

A double flue chimney, the smoke flue of which is made of chimney lining as shown on pages 63, 64, will work satisfactorily.

IMPORTANCE OF TIGHT FLOORS AND CEILINGS.

It must be borne in mind that no room heater and ventilator can do satisfactory work if the floor is not tight and when the foundation is so open that it is as cold under the house as it is outside. Every school house should have a tight foundation with no holes except for the ventilation of the space under the house. These should be closed up in winter. A room heater warms the floor by heating all the air in the room. As the cold air remains on the floor while the warm air rises to the top, if the cold air comes in so fast that it cannot move to the stove fast enough to be heated, a layer of cold air remains on the floor while at the ceiling it may register one hundred degrees. The ceiling also must be tight or the warm air will escape into the attic. Before installing a heater, see to it that the foundation, floor, windows and ceiling are tight.

INSIST UPON A GUARANTEE.

When buying a heater, insist upon a contract and guarantee that the heater will heat and ventilate the room in a satisfactory manner. If the salesman undertakes to give you satisfactory results when the condition of the chimney, floor and ceiling are such as to make satisfaction impossible, let the loss be his rather than that of the district.

LIST OF APPROVED HEATERS.

A list of heaters which are known to the Superintendent to meet the requirements of the law when properly installed will be furnished to county superintendents. If his opinion as to whether heaters not on this list meet the requirements is desired, he will give it as soon as he is able to learn the facts.

The Superintendent of Public Instruction does not recommend one kind of heater as superior to another. He expresses his opinion after careful investigation whether they meet the requirements of the law when properly installed.

SPECIFICATIONS FOR JACKET.

If the district has a good cast iron stove such as are found in railroad stations, the local tinner can make a jacket and a fresh air intake. If a double flue chimney is provided the expense will be less and the service will be just as satisfactory.

For the usual sized stove the jacket should be 40 inches in diameter and 60 inches high from the floor to the top. For a larger jacket, the dimensions of the material should be increased accordingly. The walls of the jacket should be not less than 8 nor more than 10 inches from the stove. The material necessary for such a jacket is as follows:

One sheet galvanized iron $8\frac{1}{2}$ ft. by 5 ft.

One sheet corrugated tin or sheet iron 2 ft. by 8 ft. for lining.

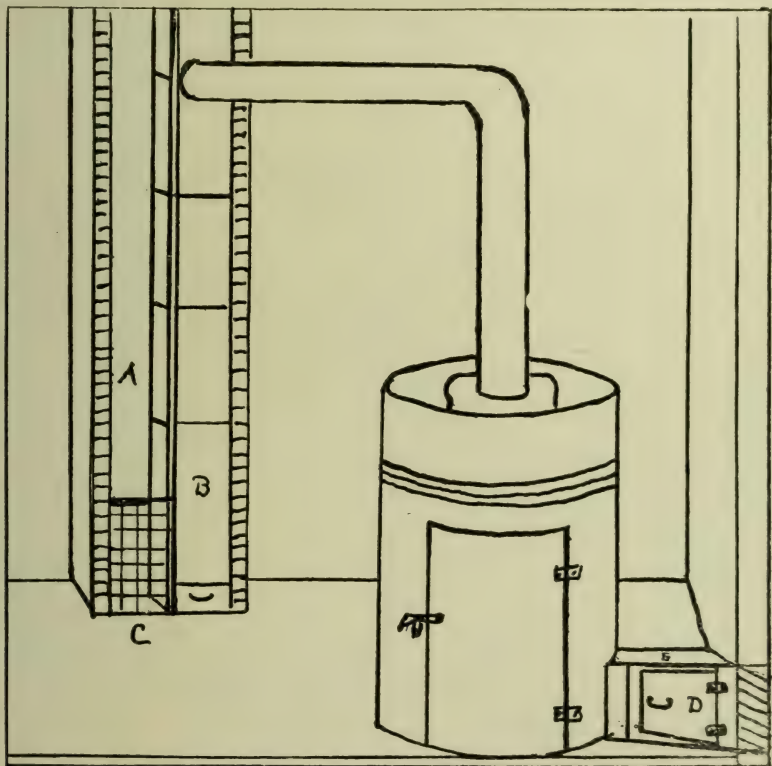
One sheet asbestos between lining and jacket.

One sheet galvanized iron, door, 2 by 4 ft.

Two bars iron 2 by 3-16 inches, $8\frac{1}{2}$ ft. long, for rims inside of jacket at the bottom and the top for reinforcement. One bar of iron 2 by 3-16 inches $6\frac{1}{2}$ ft. for reinforcement at the middle of the jacket.

Two bars 2 by $\frac{1}{4}$ inches, 5 ft. 2 inches long, for legs and reinforcement at each side of door opening.

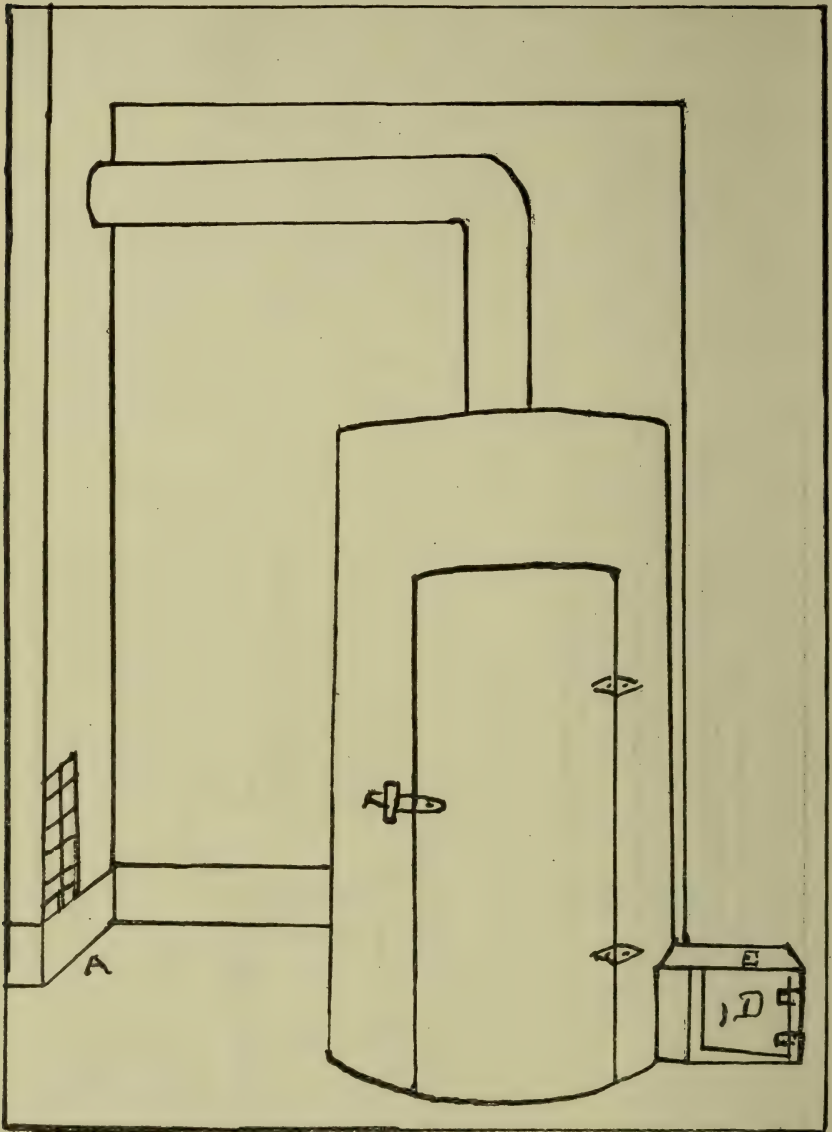
Two bars iron 2 by $\frac{1}{4}$ inches, 5 ft. upright reinforcements at back of jacket.



Construction of a Double Flue Chimney.

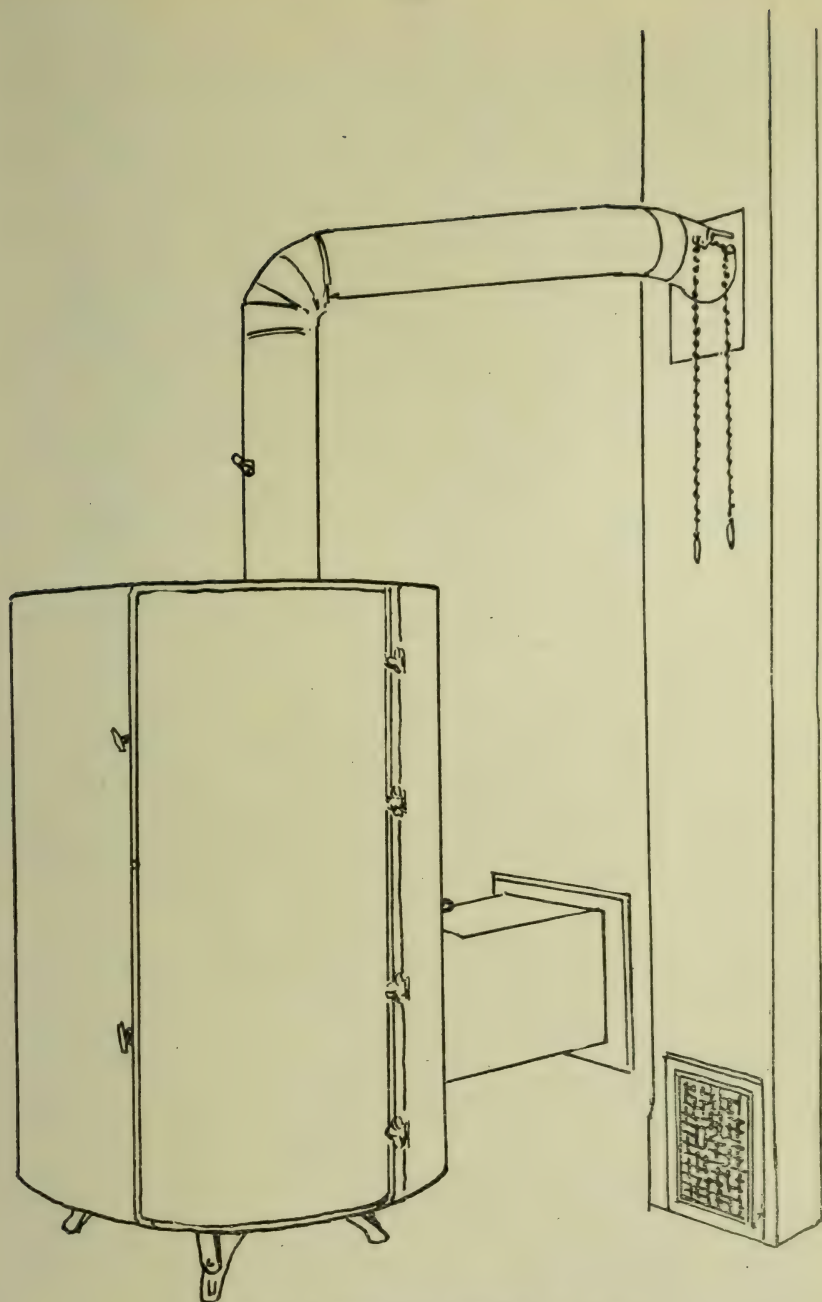
- a. Foul Air Flue.
- b. Chimney Tile.
- c. Opening Into Foul Air Flue.
- d. Door Which Controls Supply of Air to the Furnace.

Rivets should pass through the jacket and the rims, fastening all securely. The rims should not be riveted at the joints at the door until after the jacket is in the school room. Doors to some school houses are too narrow to admit the jacket completed. Any tinner can make such a jacket.



Double Flue Chimney Ventilation.

- a. Foul Air Escape.
- e. Fresh Air Intake.
- d. Door Which Controls Supply of Air to the Furnace.



Heater With Jacket Not Reaching the Floor.

HOW TO INSTALL A HOME-MADE HEATER AND VENTILATOR.

The accompanying cuts show how the door controlling the supply of air to the furnace should be placed to take in the air from the outside or from

within the room or from both, as may be desired. A hole is cut through the wall and should be covered on the outside with a strong wire screen. The opening should meet requirement No. 5 A or B. The furnace casing should be 20 inches from the wall and the air duct from the wall to the casing, 20 inches. When the door is open it closes the outside opening and opens that from the inside. The air is then all taken from the room. When the door is closed the air is all taken from the outside. When the door is part way open, the air comes from both outside and inside.

WHY VENTILATION IS NEEDED.

The body needs clean, wholesome air as much as it does clean and wholesome food. We breathe the air for two purposes. First, to get the oxygen needed by the body. Second, to remove the worn out parts of the body. Every breath of air coming from the body is unclean. It contains water and organic matter which has come out of the system in the form of vapor. It contains too much carbonic acid gas and may contain disease germs. If this air is breathed again, there is not enough oxygen in it to be good for the body and it contains the impurities from the previous breathing. When the air has been breathed a second time, it becomes dangerous to health. Thirty children in an ordinary school room breathe all the air in a half hour. In an hour and a half the same air has passed through the lungs of the children three times. Is not this about the most unclean practice of people who mean to be clean? It is most revolting, yet this is not the worst. The injury to the children's health is what should concern us most. Colds, catarrh, headaches, nervousness, languor, listlessness, aversion to activity, lack of ruggedness are often due to bad ventilation. Children in this condition of body and mind cannot make the progress in school work which we expect of them.

The Best Way to Ventilate.—The best way to ventilate in cold weather is to bring the outside air in through the heater, and to remove the foul air from the floor. If clean air from the outside is brought through the heater, it is warmed and rises to the top of the room. The foul air in the room being colder sinks to the floor and the ventilating flue removes it from the room. Thus a current of clean air is running in and a current of foul air is running out, the children breathing health-giving instead of disease-producing air. The heaters and ventilators do the work if they are properly placed in school houses properly built. They will not do the work in houses which are full of openings and no more fitted to keep out cold than a tent.

WINDOW VENTILATION NEEDED.

When room heaters and basement furnaces supplying air from the outside are used, window ventilation is needed much of the time.

Always at intermissions the windows should be opened and the air flushed out. Five minutes is sufficient time.

A good device is a "window frame." This is like a wire screen frame about ten inches high which fits under the sash when raised, or above the upper sash when lowered. This should be covered with two thicknesses of cheesecloth. It will let in air but will prevent wind blowing into the room.

To get the best results from window frames they should be placed in above the top sash on the side from which the wind blows and under the lower sash on the side opposite from where the wind blows. Air will then come in at the top of the room and mix with the warm air before it reaches the children. Air will pass out at the bottom of the windows on the opposite side. This completely prevents drafts and cold floors from this source. When the cheese cloth becomes soiled it can be removed and washed or it may be renewed.

BASEMENT FURNACES.

No method of heating a one-room school is as good as by a basement furnace properly installed. No method is so bad as by basement furnaces installed as they usually are. First, the basement should not be simply

a hole in the ground. It should be an excavation as large as the space enclosed by the walls and have a concrete floor. The coal room should be tightly boarded up with close fitting door that no dust may escape into the play room. In the coal room there should be a fire-proof ash bin which will hold a wagon-load of ashes and when full the ashes should be hauled away.

REQUIREMENTS FOR BASEMENT FURNACES.

No. 6.—When a basement furnace is used there shall be an intake for fresh air from outside the building and also a cold air intake from inside the schoolroom. Dampers shall be provided which will make it possible to take all the air from one source or to take a part from both sources at the same time.

The chains which regulate the dampers for the admission of air to the furnace and those which control the drafts of the furnace, shall extend into the schoolroom.

No. 7.—There shall be an entrance to the basement from within the building as well as from without.

No. 8.—The floor of the basement shall be concrete or brick.

No. 9.—Warm air from the furnace shall be admitted into the room at the wall at least six feet above the floor.

The opening into the foul air flue shall be at the floor level and the foul air flue shall be so constructed that it will be heated by the smoke flue.

No. 10.—The return cold air opening from the room as well as the opening from the outside shall be at the same wall as the warm air inlet and shall be two inches above the floor level. The grating over this opening shall be leaned against the wall at an angle of 45 degrees. The openings from the outside and the inside shall connect with the duct to the furnace. The damper shall be constructed so as to close either opening and leave the other open.

No. 11.—A foot warmer or warm air register shall be placed at the floor level in the wall. No warm or cold air register shall be placed in the floor where it can be walked on or sweepings fall into it.

SUGGESTIONS FOR BASEMENT FURNACES.

Furnaces which have been installed without a fresh air intake and a foul air outlet should have them reinstalled in compliance with requirements 9, 10, 11. The county superintendent should be consulted before changes are made as provided by law. Sections 14-19.

A GOOD WAY TO INSTALL A FURNACE.

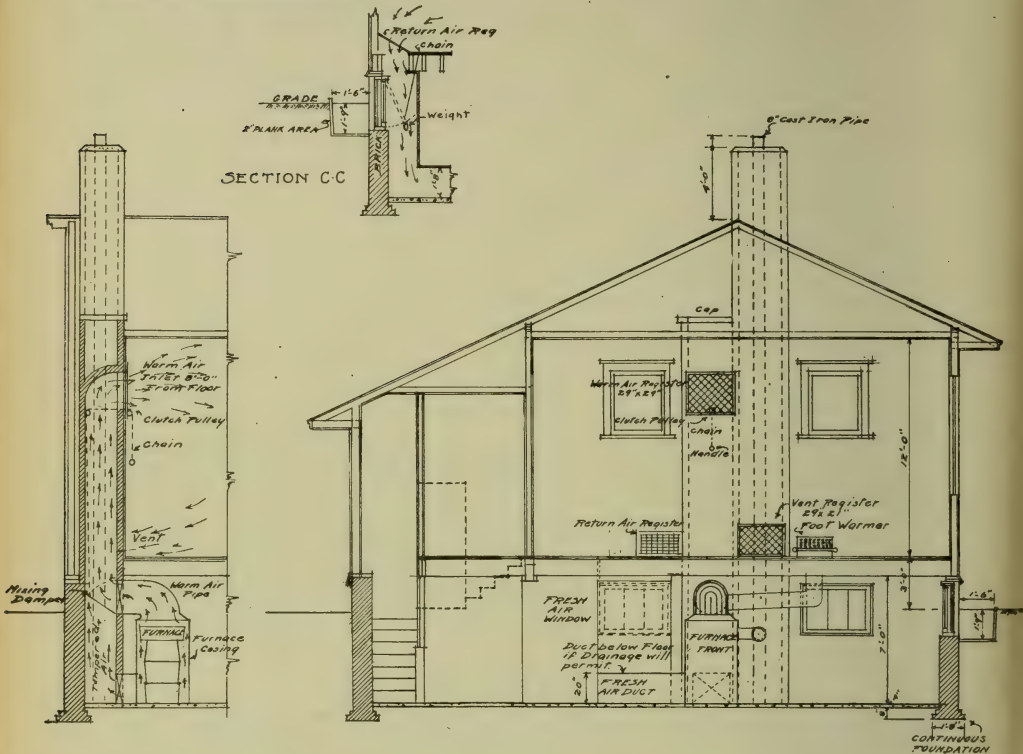
The following illustrations and the illustration of the furnace in the one-room building on page 31 will give a clear idea of how to install a furnace which will meet the requirements in Nos. 9, 10, 11. The most essential requisite is an ample supply of air to the furnace to be warmed and ample facility for the warmed air to rise into the room. To secure these results both ducts must be large enough and as nearly perpendicular as they may be made. The cold air to the furnace should go straight downward and the warm air straight upward. Long horizontal ducts should be avoided. The air should come in and go out at the same wall. This insures a complete circuit of air for the warm air rises to the top of the room and moves to the opposite side. The cold air moves from the opposite side, back to the wall where the ventilating shaft is situated.

Two rooms can be well heated with one large furnace. But care must be taken to make the ducts large enough and the ventilating duct in the chimney should carry away as much air as the ducts from the outside can bring in. To heat all the rooms of a three or four-room building, all the time, two furnaces should be installed. To heat larger buildings a fan should be installed to force the air through the furnaces.

SECTION BB.

The furnace is located two or three feet from the wall at the end of the basement. One short 20-inch pipe conducts the heated air into the

warm air duct, which is 21 by 29 inches and enters the room six or seven feet above the floor. This warm air duct extends to the basement floor. Here there is a 12 by 18 short pipe connecting with the base of the furnace casing. In the warm air duct at the entrance of the warm air pipe is a damper. When this is let down all the air entering the room passes over the stove in the furnace casing. When it is raised, cooler air rises from below and is mixed with the warmer air from the top of the furnace. Care should be taken to make it impossible to draw the damper clear up and closing the opening from the top of the furnace, as this would cause the stove to be overheated.



SECTION-BB

SECTION-AA

FIGURE AA.

In this figure we are facing the rear of the room. Here is shown the opening into the vent flue 21 by 29 inches and the return air register, opening 12 by 20 inches, the grating covering this is raised two inches above the floor at the lower edge and leaned against the wall. The ends should be closed. This admits air from the room to the furnace. The manner in which it is placed prevents walking over it and sweepings from falling into it.

FIGURE CC.

The fresh air entrance is at the window. The window sash also acts as the damper. When shut it admits the air from the room above. When drawn open it shuts off the air from above and admits it from the outside. A duct 30 by 21 inches extends from the floor above to the basement floor. A duct 30 by 20 inches extends from the downward duct to the base of the

furnace casing. This may be placed below the floor if the drainage will permit. If it is not under ground, it should be boxed in so that the sheet iron will not be bent by children standing upon it. There should be a window opposite the outside window to light this corner of the basement.

Figure CC shows the construction of the cold air duct.

A ten inch pipe leads from the top of the furnace to the foot warmer. If the warm air fails to come up through the foot warmer, it may be made to do so by drawing up the mixing damper in the warm air duct.

THE SMOKE FLUE.

The smoke flue is a 10 inch or may be 12 inch cast iron pipe extending up through the large brick chimney. This is made up of three-foot sections like sewer tile and is easily installed while building the chimney. Every joint should be anchored to the brick wall so as to hold it in place. All the heat escaping through the smoke pipe of the furnace is utilized in warming the ventilating flue. This makes a rising column of air certain, drawing the foul air out of the room. The inside measurement of the chimney is 20 by 29 inches. When iron is used a large flue for smoke is essential as soot is likely to collect on the sides in such quantity as to choke the flue.

This chimney is the best for a basement furnace. When a room heater is used the dimensions should be as specified in No. 5.

Sewer tile may be used instead of the cast iron pipe if the smoke flue from the floor of the basement where the smoke enters to the floor of the room is made of brick. The sewer tile may then rest on this and extend upward to the mouth of the chimney. The brick base is necessary to receive the strong heat when it enters. This would crack the sewer tile. But when the heat has ascended two or three feet it is not strong enough to crack the tile.

A double chimney with a brick wall between the smoke flue and the ventilating shaft is not satisfactory. The ventilating shaft is not sufficiently warmed to secure good ventilation. If a double chimney is to be used, the smoke flue should consist of chimney lining. This is so thin that much heat goes through to the ventilating shaft. But to make sure it will not be cracked by the intense heat, smoke should enter a short brick flue as required when sewer tile is used. Such a double chimney is shown in the illustrations of room heaters, page 63.

CHIMNEY INSIDE THE BUILDING.

A chimney inside the building gives the best service in a cold climate. If it is necessary to build the chimney outside, the warm air duct may be built alongside of it the same as shown in Figure A. But in this case there should be three thicknesses of asbestos paper between the brick and the metal duct which reaches from the furnace to the air entrance in the wall. This will prevent the absorption of the heat by the cold brick. When the warm air duct is built inside the room it need not be lined with metal, but the inside walls of the flue should be plastered smoothly so as to prevent friction. The same is true of the inside of the ventilating shaft.

A SURE FAILURE.

Any attempt to run the ventilating flue into the attic, expecting that a ventilator in the roof or an open window will carry the foul air out, is sure to fail. The cold air will come down most of the time.

REQUIREMENTS FOR STEAM HEATING.

No. 12.—The Fan System.—When the fan system of ventilation is used, the warm air flues shall have a cross-sectional area of not less than nine square inches for each occupant of the room. The vent flues shall have a cross-sectional area of not less than ten square inches for each occupant of the room.

No. 13.—The Gravity System.—Where the gravity system of ventilation is used the warm air flues shall have a cross-sectional area of not less than 16 square inches and the vent flues 14 square inches for each occupant of the room.

No. 14.—Air Passed Through Radiators.—When fresh air is taken directly into the room and passed through the radiators, the combined cross-sectional area of all the openings shall be not less than nine square inches and that of the vent flue not less than 10 square inches for each occupant of the room.

No. 15.—When the methods mentioned in Nos. 13 and 14 are used, each foul air flue shall be provided with a radiator of at least nine square feet of radiating surface.

No. 16.—Moistening the Air.—In all systems of heating ample provision shall be made to moisten the heated air.

SUGGESTIONS.

The Fan or Plenum System is of two forms: In one the air is forced through radiating coils into the rooms at such a temperature and quantity as to heat the room. In the other, radiators are placed in the rooms and the purpose is that these shall furnish the heat necessary to warm the air while tempered air is forced into the room for ventilating purposes. This method is preferred in buildings of more than eight rooms. Ventilation is possible in all kinds of weather since cold as well as warm air can be forced into the rooms.

The Gravity System: This system depends upon the movement of air of unequal temperature.

Steam coils are placed in the flues which lead into the rooms. The outside air is admitted to these coils and when warmed it rises into the room. Steam coils or aspirators are placed in the vent shafts. These warm the air which then rises and passes to the outside.

This system supplies tempered air from the outside while the room is heated by direct radiation within the room. It gives fair satisfaction when properly installed in smaller buildings and when the difference of temperature between the outside air and the room air is at least 40 degrees. Window ventilation is necessary when the outside and inside air are about the same temperature.

The fan system should deliver at least 30 cubic feet of air per minute for each person to occupy the room. The gravity system should deliver 30 cubic feet of air per pupil per minute when the temperature of the outside air is 30 degrees.

The Radiator System: In this system the foul air flue contains a steam coil to cause an upward current. Openings are made into the walls at the lower part of the room radiators. A device is used to prevent the cold air from spreading over the floor and to force it up through the radiators to warm it before it spreads over the room.

This system, usually called the "direct-indirect system," is in use in quite a number of schools in the State. In many installations not enough air is admitted. Radiators which fully meet the requirements can be secured.

Whenever this system or the gravity system is in use, county superintendents should insist upon these being supplemented by window frame ventilation.

School rooms should never be heated with steam or hot water without making provision for ventilation. Because it is satisfactory in homes occupied by few people is not evidence that it will answer for school rooms occupied by forty or fifty people. In school rooms heated in this way where the defect cannot be remedied, superintendents should insist upon unobjectionable window ventilation.

To supply the school with moist air is as necessary as to supply it with clean air. In both the fan and the gravity systems a jet of steam should be allowed to escape above the radiating coils in the fresh air room. Warm air systems should provide ample evaporating pans so placed as to secure rapid and abundant evaporation.

A humidifier is made which utilizes the return steam from the radiators to heat water in the fresh air room causing the vapor to mix with the air

entering the room. It may, also, be attached to radiators in the room. A noiseless valve attached to the radiator may also be procured.

REQUIREMENTS FOR LIGHTING.

No. 17.—There shall be no windows in the wall which the seated school children face. The walls shall be a soft light tint, gray, tan or green. The ceiling shall be a very light tint.

No. 18.—In New Buildings.—In school buildings hereafter erected the windows shall be at the left of the seated pupils.

Windows at the back of the room are permissible, but shall be at least six feet from the floor.

No. 19.—The windows at the left shall be set with the least possible space between them and shall be not less than three feet nor more than four feet from the floor.

No. 20.—The glass surface in study rooms shall not be less than one-fifth of the floor space. When the light is from the north only or when trees are near by, it shall be not less than one-fourth of the floor surface.

No. 21.—All windows shall be provided with good adjustable shades.

No. 22.—In Old Buildings.—In buildings in use before July 1, 1915, all windows in the wall which the seated pupils face shall be permanently walled up, so that no light may enter from that direction.

No. 23.—If there are full length windows on the right of the seated children, the lower sash shall be shaded so as to completely shut out the light from that part. If this makes the light insufficient additional windows shall be provided at the left.

SUGGESTIONS.

The lighting of school houses is a matter of far greater importance than people generally are aware of. The amount of reading and writing which children do in school today is quite unknown to their parents. The use of print is especially hard on the eyes of the young. The eye strain which results from bad lighting is the cause of many ills the cause of which few except the physician or the oculist know.

Light from in front is especially injurious. It shines directly into the eye while the child is looking at the printed page, causing eye strain. Though he may be able to shut it out by bending his head down or holding the book between the eye and the light, yet when he takes his eyes off the book the light flashes into them, causing a sudden readjustment of the muscles.

Light from both sides from in front of the child is quite as bad, for he is not able to escape from light coming directly into his eyes. The light coming from both sides and crossing in the eye causes eye strain. All new buildings should admit the light from the left only. In the case of buildings already in use the evils of cross lighting can be mitigated by shading the lower sash of the windows on the right.

Most of the school rooms have not enough light. The window shades are dark and when the sun shines in the teacher draws them at least half way down. The next day is cloudy and she forgets to raise the shades. Nearly always the north windows are shaded half way down. To mitigate this evil the shades should be white or a cream color. These keep out the direct rays of the sun but admit a great deal of light. Shades at the north windows are not needed at all except on a sunshiny day when the ground is covered with snow.

WINDOW SHADES.

Overhead light is the best light. For this reason windows should come as near the ceiling as possible. Also the windows should not come below the eyes of the children when they are seated.

If shades are hung at the top of the window they shut out the best light. Yet if hung at the bottom so as to be drawn upward to exclude the rays of the sun, so much of the light is shut out that the children suffer.

A shade which can be adjusted to any part of the window gives the best service. If roller shades are used the best arrangement is to have two

rollers at a window. One of these should be hung at the bottom and the shade be long enough to reach the middle of the window. The other should be hung at the middle of the window and be long enough to reach the top when unrolled. Both rollers may be hung at the middle of the window, one rolling the shades upward and the other downward. White shades are strongly recommended.

REQUIREMENTS FOR SEATING.

No. 24.—Each schoolroom shall be furnished with single desks and seats which are of the proper size and adjustment for the pupils who are to occupy them. School boards should require dealers to guarantee that the seat board shall be in proper position and remain so, slanting neither upward nor downward in such a way as to cause discomfort.

No. 25.—**One-room Schools.**—One-room schools, which pupils of all ages attend, shall be furnished with desks of five sizes, as follows:

No. 6 single desks, seats 11 to 12 inches from floor, desks 21 to 22 inches from floor, distance from edge of desk to back of seat 9 inches, for children not less than 42 inches tall, usually 6 or 7 years old.

No. 5 single desks, seats 12 to 13 inches from floor, desks 22 to 23 inches from floor, distance from edge of desk to back of seat, 9 to 10 inches, for children not less than 45 inches tall, usually 8 or 9 years old.

No. 4 single desks, seats 13 to 14 inches from floor, desks 23 to 25 inches from floor, distance from edge of desk to back of seat, 10 to 11 inches, for children not less than 48 inches tall, usually 10 or 11 years old.

No. 3 single desks, seats 14 to 15 inches from floor, desks 25 to 27 inches from floor, distance from edge of desk to back of seat, 11 to 12 inches, for children not less than 51 inches tall, usually 12 or 13 years old.

No. 2 single desks, seats 16 to 17 inches from floor, desks 27 to 29 inches from floor, distance from edge of desk to back of seat, 12 to 13 inches, for children not less than 55 inches tall, usually 14 or 16 years old.

For children exceptionally large the front or back seat of a row should be placed to suit. In all cases pupils shall be comfortably seated.

No. 26.—Where adjustable desks only are used in one-room schools there shall be three sizes, capable of being adjusted as above as to height of seat and desk. Adjustment shall be made at least twice a year for the needs of the growing children.

No. 27.—Desks the same size shall be placed in rows from front to back of room. If it is necessary to place two sizes of desks in the same row the front part of the row should end with a "rear" of the same size. This "rear" should be followed with a "front" of the size which is to continue the row.

No. 28.—There shall be an aisle next the walls not less than 24 inches in width, and aisles between rows of desks shall be not less than 18 inches in width.

No. 29.—**Graded Schools.**—In graded schools if stationary desks are used, if one grade occupies the room, there shall be not less than two sizes of single desks suitable for all the pupils in the room, as specified in requirement No. 25. When more than one grade is seated in a room, there shall be as many sizes of desks as are necessary to properly seat all pupils.

No. 30.—When adjustable desks are used, they shall be so adjusted that the heels of the child shall rest on the floor when the child's back touches the back of his seat. The desk shall be adjusted so that when the child sits erect in his seat, the forearm resting on the desk as in writing, the shoulder of the writing arm shall not be higher than the other shoulder.

When stationary desks are used the pupils shall occupy desks which meet these requirements.

The distances the desks are from the backs of the seats shall be the same as given in requirement No. 25. At least one row of adjustable desks in each room is strongly recommended.

No. 31.—Floor, desks, furniture, and walls shall be kept clean. Desks shall be washed and revarnished when necessary. Floor shall be scrubbed when necessary. When sweeping, a sweeping compound shall be used, and dusting shall be done with a moist cloth.

SUGGESTIONS FOR SEATING.

The importance of proper seating cannot be overestimated.

First as Affecting Health.—It has only recently been discovered that many weaknesses of the system are due to spinal malformations. The nerves supplying the vital organs come largely from the spinal cord and through the spinal column between the vertebrae. When the spine is out of shape, these nerves are compressed and their work interfered with.

Second as Affecting Success in Life.—A misshapen person is handicapped in the contest for success in life. A well formed body is the greatest recommendation to a young man seeking to win a place in the world's work. It is criminal negligence to compel growing children to sit six hours of the day in school desks which deform their bodies.

Third as Affecting School Work.—Good order and good school work cannot be secured when children cannot sit still in comfort. Many a school is hard to manage and the work is poor because the children have not comfortable seats.

SINGLE DESKS THE BEST.

A school board should buy no more double desks, even if the house is already seated with double desks. If these cannot be discarded, the new ones should be single. The double desks should be discarded as soon as possible. The saving in expense in buying double desks is so small as to be unworthy of consideration. The advantage of single desks is very great. Such a school is easier to teach and the pupils find it easier to study and to conduct themselves properly.

The requirement that each child shall occupy a desk by himself is justified also purely by health reasons. The probability of infection from colds, sore eyes, itch and parasites is much greater when two occupy the same desk.

Where rooms are furnished with double desks, the county superintendent should insist upon only one child occupying a desk. If all cannot be seated in this way, he should require as many single desks as are necessary. He should refuse to give his approval for the purchase of any more double desks.

The Cost of Desks is Small.—The following is taken from the catalogues of well known dealers in school furniture:

PRICES.

Sizes 6 and 5, each.....	\$1.65 to \$2.25
Sizes 4 and 3, each.....	1.75 to 2.50
Sizes 2 and 1, each.....	1.85 to 2.50

Even the lowest prices will secure good desks. Thirty desks cost only \$52.50. Twenty desks cost only \$45.00. There are but few districts which cannot afford a full set of new single desks.

REQUIREMENTS FOR WATER SUPPLY.

No. 32.—Wells.—All dug, bored or drilled wells shall be made absolutely safe from danger of contamination from privies. The walls of the well shall be constructed so as to prevent seepage from this source. Where there is any likelihood of sewage entering the well the privy vaults shall be made water-tight. Less than 100 feet distance from a privy is not a safe location for a well. To prevent contamination from other sources the well shall be covered with a concrete platform. This shall rest on a concrete wall surrounding the well, sunk at least two feet in the ground. A concrete gutter should be provided to carry the waste water at least 10 feet away from the well. The earth shall be so banked about the well as to make natural drainage and prevent puddles of water near the well.

No. 33.—Cisterns.—Where cisterns are used they shall be provided with effective filters and shall be completely covered. They shall be thoroughly cleaned and the filtering material renewed at least once a year.

No. 34.—**Water Containers.**—Where drinking water is kept in the school-room it shall be kept in a clean container, provided with a cover and a faucet.

No. 35.—**Individual Cups.**—The use of the common drinking cup is prohibited by law. When cups are necessary each person shall be provided with his own cup. These shall be placed in a dust-proof case, which shall be kept closed except when removing or replacing a cup. The cups shall be kept clean.

No. 36.—**Bubbling Fountains.**—Bubbling drinking fountains are strongly recommended. No fountain should be installed which enables the lips to touch the opening of the water pipe.

No. 37.—**Suspicious Water.**—If, for any reason, water used in school rooms appears to be unwholesome, samples shall be sent to the State Water Survey, State University at Urbana for analysis.

SUGGESTIONS REGARDING WATER SUPPLY.

The school house well is looked upon as dangerous. There is no reason why it should be so if the proper precaution is taken. The well should be covered with a concrete top. This should rest on a concrete wall around the well, sunk four feet into the ground. A drain trough or pipe should convey the water to a point at least twenty feet from the well. Pools of water should not be allowed to collect within twenty feet of the well.

When a well is impossible, a cistern should be provided. The best form is a cistern of two compartments. The one should be ten feet deep and the pump should be placed in this. The other should be built alongside and four feet deep. At the bottom of this should be an opening into the other, arranged so that the water which flows from the roof into the shallower one shall percolate through a thickness of two feet of clean sand. If care is exercised to clean these before school opens and let the water in only after the rain has washed the roof, palatable and wholesome water will be available.

It was thought that the abolition of the common drinking cup in the schools would secure greater safety from contagious diseases. Experience has shown that the individual cups in the care of the pupil is no improvement. The children keep the cups in their desks or pockets. They use each other's cup, which becomes contaminated and is quite as dangerous as the common cup. If individual cups are used, they should be kept in a case with a door, each cup on its own hook. The teacher should see to it that they are scalded every few days.

The only effective way to safeguard the children against danger from the drinking cup is to install a bubbling fountain. One has been invented which meets every requirement. Any school with a well or cistern can be absolutely safe in this respect.

When the water must be carried from a neighboring well it should not be kept in an open bucket in the school room. Dust collects on the water, which may be the worst contamination. A bubbling fountain attached to a water can has been invented which is convenient and safe.



The McCabe Sanitary Drinking Fountain.
Linn & McCabe, Martinsville, Ill.

No. 41.—The toilet buildings shall rest on a substantial brick or concrete foundation to which they shall be securely bolted. The buildings shall be well lighted and shall constitute an adequate protection against inclement weather. There shall be at least two seats and not fewer than one seat, for every twenty children using them. One or more seats shall be 10 inches high, the rest 16 inches.

The vault shall be concrete or brick, so constructed as to prevent leakage of sewage and so that it may be cleaned. Light shall be completely shut out of the vault. The seats shall be provided with covers, securely hinged in such a way as to close automatically. The vault shall be ventilated with a flue, with a cross-sectional area of not less than 64 square inches and extending from the vault through the roof. One of the chief aims is to shut out flies which spread contagious diseases.

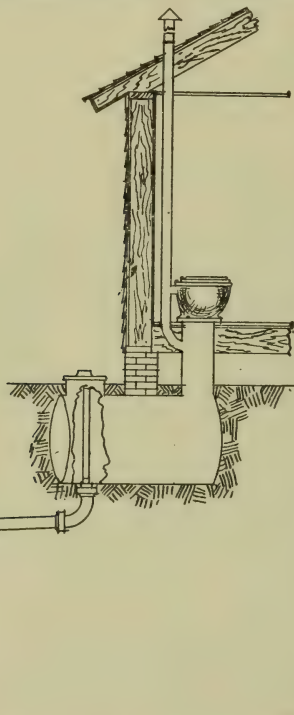
No. 42.—All toilets shall be kept clean and the walls free from objectionable language or pictures.

SUGGESTIONS REGARDING TOILETS.

There are a great many different forms of furnishings for indoor toilets. The following points should receive careful attention:

WHEN WATER PRESSURE AND SEWERS ARE USED.

1. The surface exposed to soil should be porcelain or fire enamel. Even these require constant cleaning by the janitor.



2. Each seat should flush independently and automatically.

3. The most satisfactory seats and urinals are those which provide for a current of air from them into a ventilating shaft.

4. The room should also be provided with a ventilator at the top of the room.

5. Air should be admitted from the outside in such a way as not to blow in, for this tends to carry the air from the toilet room into other parts of the building. This may be accomplished by placing under the window sash a frame covered with cheesecloth. This admits air but prevents a strong current.

6. The floor and walls should be of a material which will not absorb water or moisture.

7. The urinal is the source of most objectionable features. It is very difficult to prevent the presence of odors. If a sufficient number of seats can be provided which are so constructed that the seats, when not in use, rise to a perpendicular position and expose the bowl, it is advisable to dispense with the urinals.

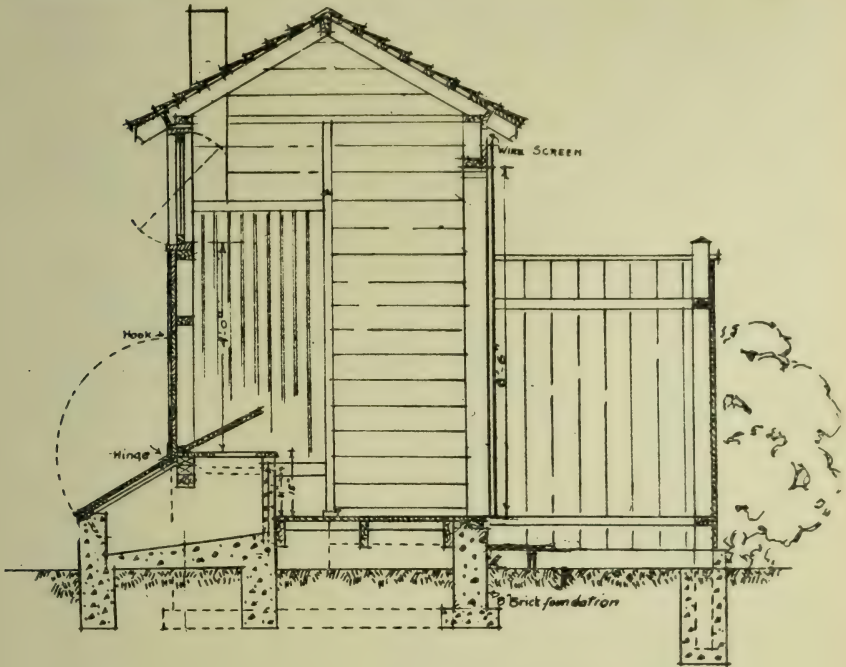
Antiseptic Tank or Chemical System for One-Room Schools.

ANTISEPTIC TANKS.

When antiseptic or chemical tanks are used the provisions mentioned in the foregoing also apply. The form which provides drainage is most satisfactory. It prevents the accumulation of soil and does not require its removal.

DISPOSAL BY DRYING AND BURNING.

This method is satisfactory only when the means of ventilation are perfect and when the greatest care is exercised in its management. It is not recommended.



INDOOR TOILETS FOR ONE-ROOM SCHOOLS.

There are many objections to toilets separate from the school building, even when the best provisions are made for decency and health. The anti-septic or chemical tank which provides for drainage, makes it possible to remove all these objections.

When a new house is built, room for toilets may be provided connecting with the cloak rooms. When old buildings are in use, an addition may be built to the house which provides entrances from the school room. The cost will not be materially more than it is for building two outhouses and concrete walks to them.

DOUBLE OUTHOUSES.

The summer of 1916 should record the abolition of every double privy for the use of both sexes. Where the proper distance apart is impossible, the tight screen and the completely separate approaches should be provided.

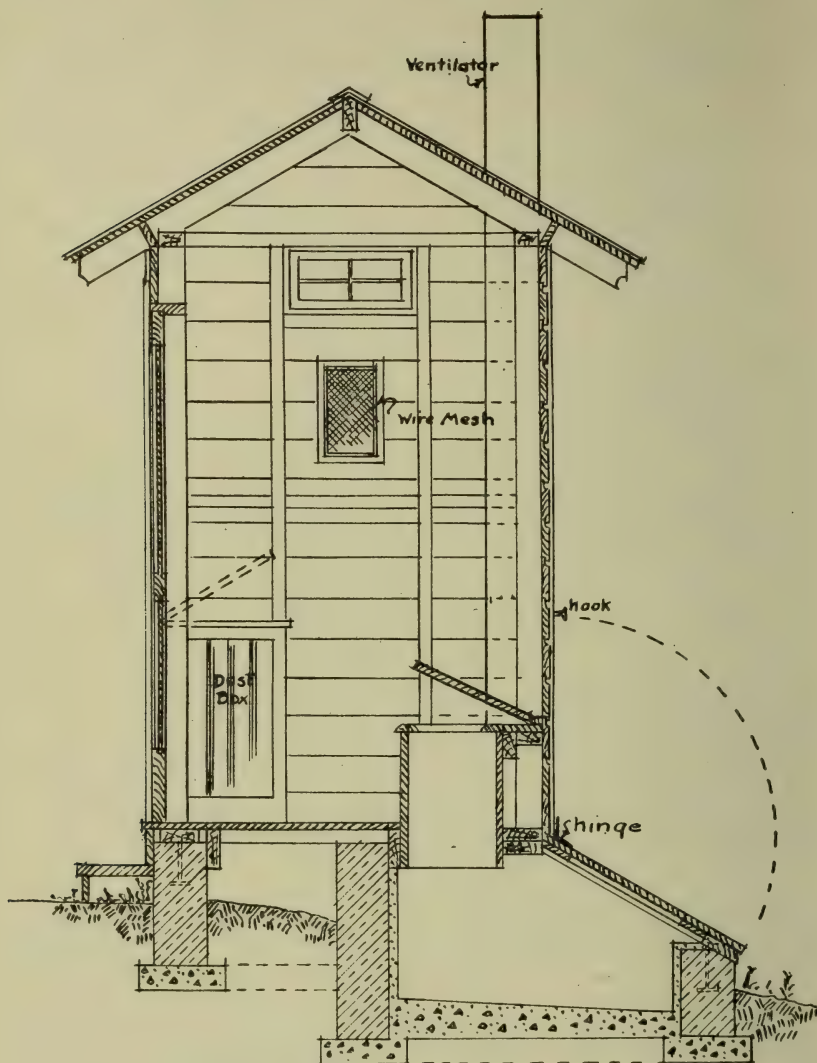
BOYS' CLOSET.

Experience has abundantly proved that if the boys are given a chance their closet will be kept reasonably clean. When the seats only are provided it is impossible to keep them clean. When the urinal is in the same room as the seats more care to keep the place clean is required than boys are likely to take. When the urinal is outside very few go into the building, and it is kept clean.

The urinal trough should not drain into the vault, for water from rain will be carried in in such quantity as to defeat the purpose of the dust or lime covering. A separate underground receptacle can be provided.

WATER-TIGHT VAULTS. DUST BIN.

Water-tight vaults are necessary to prevent the pollution of wells. The dust bin should be high enough so that there will be no temptation for boys to make other uses of it. It should be covered with a substantially hinged door so that the contents may be kept dry. If this is filled with dry road dust it will last until spring. Sand must not be used.



CLEANING THE VAULTS.

The use of dust will make the contents of the vault comparatively in-offensive. The vault, in most cases, will not need to be emptied except just before the opening of school in the fall. The contents will then be dry and the work of its removal will not be disagreeable.

KEEPING OUT FLIES.

There is no greater source of disease than privy vaults exposed to flies. In parts of the State where the hard pan is near the surface and drainage is impossible, school houses and even home privies have no vaults at all. There, also, typhoid fever is always present and often becomes epidemic.

Properly constructed vaults will make it possible to completely shut out flies and so prevent them from carrying disease germs to the food of the children. Typhoid fever will then be as rare as it is in parts of the State where drainage is possible.

VENT FLUE.

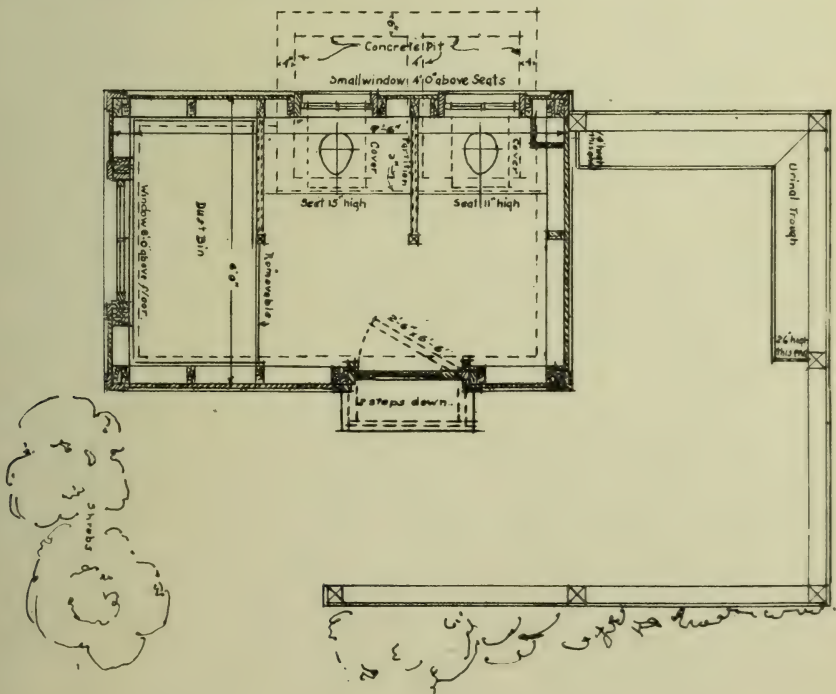
The vent flue is a necessity. If the vault is tight enough to exclude flies and the seat openings closed, there will be, while the closet is in use, a draft of air out of the vault through the vent flue, securing the wholesomeness of the room.

COVERS.

The purpose of the covers for the seats is to keep out flies and to aid in making the room as wholesome as possible. Great care should be taken in their construction. The board should have a cross piece to prevent its splitting. The hinges should be strong and of brass that they may not rust and become inoperative. The cover board should extend back from the opening at least six inches so as to give plenty of room. Against the wall there should be a stop to prevent the lid from attaining or passing the perpendicular. It will then remain in position with little pressure and will close as soon as the pressure is removed.

PLAN FOR OUTDOOR TOILET.

The plan offered and the bill of materials are for a larger house than is generally required in country districts. When the school is small a house 5 by 6 feet is large enough. Twenty inches wide across the end will be sufficient room for a dust box.



A water tight vault is strongly recommended. No other should be used except when the character of the soil affords good drainage and when there is absolutely no danger that a well will be contaminated. When possible, deep vaults should be drained and then need not be used, but slaked lime will serve a good purpose.

SCREEN SCHOOLHOUSE DOOR AND WINDOWS.

Wire screens for doors and windows of school houses are of great service. They lessen the chances for the spread of diseases by flies. They add greatly to the comfort of the children and make it easier to do their school work. When not needed they can be stored, and will last several years.

BILL OF MATERIALS FOR BOYS' CLOSET.

Shingles, 4 bundles.	Matched siding, 220 sq. ft.
Rafters, 5, 2"x4"x14'.	Unmatched, 70 sq. ft.
Ridge, 1, 2"x4"x10'.	Fence (matched lumber), 150 sq. ft.
Plate, 2, 2"x4"x16'.	Floor (toilet matched lumber), 50 sq. ft.
Wall Plate, 1, 2"x6"x12'.	Partition, 30 sq. ft. $\frac{3}{8}$ T. & G.
Studs, etc., 16, 2"x4"x16'.	Dust box, 70 sq. ft. (matched).
Joists, 2, 2"x8"x10'; 1, 2"x8"x14'.	Urinal trough, 2, 1"x12"x12'.
Fence posts, 3, 4"x4"x16'.	Ventilator, 2, 1"x8"x10'.
Stringer, 5, 2"x4"x10'; 1, 2"x2"x16'.	

MILL WORK.

2 seats and lids.	Concrete, 5 cu. yds.
2 windows and frames (glass 18"x24").	Nails.
2 windows and frames (glass 18"x24").	Paint.
1 door and frame (2'6"x6'6").	

SAFETY AGAINST FIRE.

THE LAW.

An Act to regulate the egress from public buildings provides that the doors to the entrance of school buildings shall be so hinged as to open outward.

An Act relating to fire escapes provides that in school buildings of more than two stories, at least one fire escape shall be provided, and that in halls above the ground floors as many fire escapes shall be provided as the corporate authorities may direct.

MINIMUM REQUIREMENTS.

No. 43.—New or Remodeled Buildings.—In school buildings hereafter erected boilers shall be placed in fire-proof rooms.

No. 44.—Boilers or furnaces shall not be placed under a stairway or corridor through which the pupils must pass in leaving the building.

No. 45.—Outside doors within 20 feet of stairways shall be provided with an appliance which will cause the door or doors to swing outward when pressure is applied.

No. 46.—Smoke flues shall be lined with a good quality of chimney lining or so constructed that should the mortar between the bricks fall out, fire cannot escape through the opening.

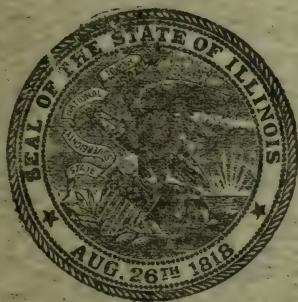
No. 47.—The main stairway leading from the ground floor shall be at least six feet wide.

No. 48.—All air ducts or ventilating shafts shall be of metal or fire-proof material.

Buildings Already in Use.—In buildings already in use July 1, 1915, the county superintendent of schools shall note any hazardous conditions and call the attention of the school board to them. If, in his judgment, these are decidedly dangerous for the safety of the children, and if the school authorities do not remedy the defect, he shall enforce the law by first calling for the advice of the State Fire Marshal.



**Recognized Higher Institutions
of Learning
and
Recognized Four-Year
High Schools
of
ILLINOIS**



CIRCULAR NO. 101

**Department of Public Instruction
February, 1916**

1

Recognized Higher Institutions
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ILLINOIS



CIRCULAR NO. 101

Prepared by

A. L. WHITTENBERG
Secretary of State Examining Board
and

JOHN CALVIN HANNA
Supervisor of High Schools

Under the direction of

FRANCIS G. BLAIR
Superintendent of Public Instruction

[Printed by authority of the State of Illinois.]



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1916.

ILLINOIS STATE EXAMINING BOARD.

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A. L. WHITTENBERG, *Secretary.*
Office Supt. Public Instruction.

The following persons have been appointed Advisers to the Superintendent of Public Instruction and the Illinois State Examining Board on the recognition of higher institutions of learning:

*CHARLES H. RAMMELKAMP, President, Illinois College	} Colleges and Universities.
*WILLIAM C. BAGLEY, Director, School of Education, University of Illinois..	
*HERBERT E. GRIFFITH, Professor of Chemistry, Knox College.....	
J. LAWRENCE ERB, Director, School of Music, University of Illinois.....	} Music Schools.
EDWARD J. LAKE, Acting Head, Depart- ment of Art and Design, University of Illinois	} Schools of Art and Draw- ing.
MISS MARGARET E. LEE, Director of Kindergarten, Illinois State Normal University	} Kindergarten and Primary Schools.

*Duties to begin April 1, 1916.

INTRODUCTION.

The law provides for the recognition of high schools, normal schools, colleges and universities by the Superintendent of Public Instruction and the State Examining Board, in order to establish their eligibility to certain privileges granted by law to such recognized schools and higher institutions of learning. This is a large and difficult task. All educational institutions, in spite of their conservative traditions, are in a constant state of flux and flow. In organization, in point of view, in manner and method of instruction there is evidence of continued change and adjustment. It is difficult therefore, to fix upon any definite standard for determining the rank of educational institutions. There is danger that the standard set will become a goal, rather than a milestone of progress. No absolute standard, no absolute standing is possible; both must be relative. The plan for recognition which has, thus far, worked the greatest good and the least harm, is the minimum requirement standard. It is rather easily defined and rather easily applied. It can be as easily changed. It acts as an incentive to some and as a hindrance to none. It provides, always, for reason and judgment in its application. At its very best, however, it will give no adequate idea of the individual strength and weaknesses of these higher institutions beyond and above this minimum requirement. Experience has shown, however, that this plan furnishes a sound basis for a more economic connection between the secondary and higher institutions of learning, and promotes a more effective cooperation between them. This, all must admit, is an end worthy of the united effort of all the institutions concerned.

Under the requirements of the law, the Superintendent of Public Instruction and the State Examining Board, assisted by a committee representing the Federation of Illinois Colleges, have agreed upon a minimum standard for recognition of all institutions whose work lies beyond the secondary schools. This work has been going forward for over a year. Results show that the standard was easily met by most of these higher institutions, without any considerable change in physical equipment, organization or instruction. Some found the requirements an effective argument with their boards of trustees for bringing about immediate changes and adjustments in order to secure the advantages of recognition. Some others are still making heroic efforts to meet the conditions. Altogether, the results have been much more satisfactory than were expected by those who formulated the plan and are carrying it into effect.

In this circular will be found a statement of requirements for the recognition of normal schools, colleges, universities, and special or technical schools, and a list of such institutions that have been recognized by the Superintendent of Public Instruction and the Illinois State Examining Board.

One of the main objects to be accomplished is a more effective working connection between the secondary and the higher institutions. One of the requirements for the recognition of colleges and universities is, that their minimum requirement for entrance shall not be less than graduation from a recognized four-year high school. The State Supervisor of High Schools has formulated, with the approval of the Superintendent of Public Instruction, the conditions of recognition for a four-year high school. The recognition of these high schools is going forward in a most satisfactory way. A list of recognized four-year high schools is printed in this circular.

In this directory data are given concerning each of these high schools, that will be convenient for reference. Preceding the directory appears a condensed statement of the requirements for recognized high schools.

There also appears a list of recognized higher institutions which agree to admit graduates of these recognized four-year high schools and a detailed statement of the entrance requirements of each of these higher institutions.

J. G. Blair

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RECOGNIZED HIGHER INSTITUTIONS OF LEARNING.

Rules of the Superintendent of Public Instruction and the Illinois State Examining Board regarding the recognition of higher institutions of learning for the granting of teachers' certificates under the provisions of the law.

LAW.

By the word "recognized" as used in this Act in connection with the word "school," "college," or "university" is meant such school, college or university as maintains an equipment, course of study and standard of scholarship approved by the Superintendent of Public Instruction or the Examining Board according to the certificate to which it pertains. Section 15.

APPLICATION FOR RECOGNITION.

Any higher institution of learning desiring the privileges granted by law to students or graduates of recognized institutions shall file a written application with the Superintendent of Public Instruction or the Examining Board furnishing all the information requested.

RECOGNIZED INSTITUTIONS.

For the purpose of recognition, the higher institutions of learning shall be divided into four groups:

- I. Recognized Normal Schools.
- II. Recognized Colleges and Universities.
- III. Partially Recognized Colleges and Universities.
- IV. Recognized Junior Colleges and Technical or Special Schools.

To receive recognition such institutions shall meet the requirements set forth in the definition, and the curriculum, faculty, organization and administration shall conform to such standards as the Superintendent of Public Instruction or the Examining Board may require.

GROUP 1—RECOGNIZED NORMAL SCHOOLS.

DEFINITION.

A normal school is an institution whose organization, administration and instruction are determined by one controlling purpose: viz, the education of teachers for the public schools.

A recognized normal school is an institution employing at least 16 teachers, each of whom devotes more than half of his time to teach-

ing students above the four-year high school grade, and at least six teachers who devote their entire time to the training of teachers in a practice school.

It shall require for graduation two full years of normal school work or 24 term credits.

A term credit is the work done in a subject requiring not less than four 45-minute recitation periods per week for not less than 12 weeks.

A year of practice teaching shall include the equivalent of 45 minutes per day for 180 days spent in the actual teaching of pupils in a kindergarten, elementary or high school under competent and close supervision.

RECOGNITION.

(a) *State Certificates*: Graduates from normal schools will be admitted to the State examination:

(1) For a four-year elementary school certificate, provided the applicant has had three years' successful teaching, two in Illinois on a first grade county certificate.

(2) For a four-year supervisory certificate, provided the applicant has had three years of successful supervision, two in Illinois on a county supervisory certificate.

(3) For a four-year high school certificate, provided the applicant has had three years' successful teaching, two of which shall have been in Illinois on a first grade, high school or supervisory certificate, and has received a degree from a normal school upon the completion of four full years of work beyond the high school.

(4) At the time of its expiration upon evidence of successful teaching or supervision satisfactory to the Superintendent of Public Instruction, any four-year State certificate shall become valid and be endorsed for life.

(b) *County Certificates*:

(1) At the option of the county superintendent a third grade elementary school certificate may be issued without examination to persons who have successfully completed two years of work in a recognized normal school, or one year of such work if the applicant is a graduate of the tenth grade.

(2) At the option of the county superintendent a second grade elementary school certificate may be issued without examination to persons who have completed the junior year's work in a recognized normal school, or its equivalent.

(3) A first grade elementary school certificate shall be issued to graduates of a recognized normal school, provided the applicant has had one year of successful practice teaching, and applies for the certificate within three years after graduation.

(4) Graduates of recognized normal schools will be admitted to the examination for a county supervisory certificate, provided the applicant has had two full years of successful teaching or supervision.

GROUP II—RECOGNIZED COLLEGES AND UNIVERSITIES.

DEFINITION.

An institution to be ranked as a recognized college or university shall have at least six professors giving their entire time to college or university work, the necessary equipment to give a course of four full years of college grade in the liberal arts and sciences and shall require for admission not less than fifteen secondary units of preparation in a recognized four-year high school or

its equivalent. It shall require for graduation not less than 120 semester hours.

Graduates of such institutions seeking county or State certificates are required to show credits of at least three semester hours in educational psychology and three semester hours in the principles and methods of teaching.

RECOGNITION.

(a) *State Certificates:* Graduates of recognized colleges or universities will be admitted to the State examination as follows:

(1) For a four-year elementary school certificate, provided the applicant has had three years' successful teaching, two of which shall have been in the elementary schools of Illinois on a first grade county certificate.

(2) For a four-year high school certificate, provided the applicant has had three years' successful teaching, two of which shall have been in Illinois on a first grade, high school or supervisory county certificate.

(3) For a four-year supervisory certificate, provided the applicant has had three years' successful supervision, two of which shall have been in Illinois on a county supervisory certificate.

(4) At the time of its expiration upon evidence of successful teaching or supervision satisfactory to the Superintendent of Public Instruction, any four-year State certificate shall become valid and endorsed for life.

(b) *County Certificates:* Students and graduates of recognized colleges and universities will be entitled to all the privileges granted by law in obtaining county certificates as follows:

(1) A high school certificate may be issued without examination to a graduate of a recognized college or university provided the applicant offers within three years after graduation certified credits, accompanied by faculty recommendations of ability to teach in the high school.

(2) One year of work in a recognized college or university will be accepted as the equivalent of the junior year's work in a normal school in the granting of a second grade county certificate, provided the credits in table I, page 10, of this circular, have been earned and are certified by the president and registrar.

(3) Two years of work in a recognized college or university will be accepted as the equivalent of normal school graduation in the granting of a first grade county certificate, provided the credits in table II, page 11, of this circular, have been earned and are certified by the president and registrar.

(4) Two years of work in a recognized college or university will admit a candidate to the examination for a county high school certificate, provided the credits have been certified by the president and registrar.

(5) Two years of work in a recognized college or university will admit the candidate to the examination for a county supervisory certificate, provided the credits in table III, page 11, of this circular, have been earned and certified by the president and registrar.

GROUP III—PARTIALLY RECOGNIZED COLLEGES AND UNIVERSITIES.

(a) Higher institutions of learning offering four years of college work beyond high school graduation but failing to meet all the requirements for full recognition may, upon examination, be granted partial recognition. Certain courses or parts of courses may be recognized and the students or graduates of such recognized courses may be accorded the privileges granted by law in proportion to the work actually done as compared with fully recognized colleges.

(b) Such partial recognition shall be granted for only one year at a time.

(c) Whenever, upon examination, it is found that a partially recognized institution has met all the requirements of a recognized college or university, it shall be transferred to Group II.

GROUP IV—RECOGNIZED JUNIOR COLLEGES AND TECHNICAL OR SPECIAL SCHOOLS.

1. A RECOGNIZED JUNIOR COLLEGE DEFINED.

An institution to be ranked as a junior college must have at least four teachers giving their entire time to teaching a course of two full years of college grade (the equivalent of sixty semester hours in a recognized college) and shall require for admission not less than fifteen secondary units of preparation in a recognized four-year high school, or its equivalent.

RECOGNITION.

Students of recognized junior colleges shall be accorded the rights and privileges of the certificating law.

2. A RECOGNIZED TECHNICAL OR SPECIAL SCHOOL DEFINED.

An institution to be ranked as a technical or special school must have at least four teachers giving their entire time to teaching technical or special subjects for two full years, (sixty semester hours of college grade), and shall require for admission not less than fifteen secondary units of preparation in a recognized four-year high school or its equivalent.

RECOGNITION.

Students of technical or special schools will be given credit in the granting of kindergarten primary certificates and special certificates, provided two full years of work preparing for such certificates have been completed.

SEMESTER HOUR DEFINED.

The basis for estimating college work shall be the semester hour, which is defined as one recitation or lecture not less than fifty minutes in length, or the equivalent laboratory period, each week for at least eighteen weeks.

TABLE OF EQUIVALENTS.

TABLE I.

EQUIVALENT OF THE JUNIOR YEAR'S WORK IN A RECOGNIZED NORMAL SCHOOL.

(For a Second Grade Certificate.)

Completion of not less than 15 secondary units in a recognized four-year high school, or its equivalent, and

Certified credits in 30 semester hours of college work as follows:

English	6 semester hours
Mathematics or Natural Science	6 semester hours
History or Social Science	6 semester hours
Education (Educational Psychology, History of Education, School Administration or Principles and Methods of Teaching)	6 semester hours
Electives	6 semester hours

Total 30 semester hours

TABLE II.

EQUIVALENT OF GRADUATION FROM A RECOGNIZED NORMAL SCHOOL.

(For a First Grade Certificate.)

Completion of not less than 15 secondary units in a recognized four-year high school, or its equivalent, and

Certified credits in 60 semester hours of college work as follows:

English	6 semester hours
Mathematics or Natural Science	6 semester hours
History or Social Science	6 semester hours
Education (Educational Psychology, History of Education, School Administration or Principles and Methods of Teaching)	6 semester hours
Practice Teaching	6 semester hours
Electives	30 semester hours

Total 60 semester hours

TABLE III.

EQUIVALENT OF TWO YEARS' WORK IN A RECOGNIZED HIGHER INSTITUTION.

(For Entrance to Examination for a Supervisory Certificate.)

Completion of not less than 15 secondary units in a recognized high school, or its equivalent, and

Certified credits in 60 semester hours of work in a recognized higher institution as follows:

English	6 semester hours
Mathematics	6 semester hours
History of Education	3 semester hours
Natural Science	6 semester hours
Educational Psychology	3 semester hours
Principles and Methods of Teaching	3 semester hours
Electives	33 semester hours

Total 60 semester hours

EQUIVALENT OF TWO YEARS' WORK IN A RECOGNIZED HIGHER INSTITUTION.

(For Entrance to Examination for a High School Certificate.)

Completion of not less than 15 secondary units in a recognized four-year high school, or its equivalent, and

Certified credits in 60 semester hours of work in a recognized higher institution.

RECOGNITION.

The first and tentative list of higher institutions of learning has been made upon a basis of information furnished by inquiries and investigations along the following lines:

1. The relationship of the college to the Federation of Illinois Colleges.
2. The relationship of the college to the North Central Association of Colleges and Secondary Schools.
3. The relationship of the college to graduate schools in universities.
4. Recognition given to graduates of the college by departments of education in other states.
5. The catalogues and publications of the college.
6. The answers submitted by the president or registrar to the questions contained in the blanks sent out by this office.
7. A visit made by authorized inspectors.

All colleges and universities are classified under three heads:

- (1) Recognized for two years; (2) recognized for one year; (3) partially recognized. All those recognized for one year or partially

recognized will be visited within the ensuing year. If the results of such a visit are satisfactory the institution will be immediately placed upon the two- or one-year list, as the case may be. The Superintendent of Public Instruction and the examining board will be advised and assisted in these visits and investigations by persons especially fitted for rendering competent judgments. A new and revised list will be published each year.

FULL RECOGNITION.

The recognition of higher institutions of learning as provided in the certificating law has to do only with the classification and ranking of such institutions with respect to their facilities for preparing teachers to teach in the public schools of Illinois.

The full recognition of a college or university means that all its work relating to the preparation of teachers will be accepted by the Superintendent of Public Instruction and examining board, according to the provisions of the certificating law, and extends to all departments of the institution.

The recognition of the Illinois State Normal Schools includes the recognition of their work as normal schools, teachers' colleges and special schools.

All fully recognized institutions are recommended to the department of education of other states as worthy of all certificating privileges granted to recognized higher institutions of learning by the laws of such states.

TEMPORARY RECOGNITION.

A few Illinois colleges, junior colleges, special and technical schools have been given temporary recognition valid for the year beginning July 1, 1916. Further investigation will be made within the year which may result in more permanent recognition.

PARTIAL RECOGNITION.

A few Illinois colleges are not properly equipped to meet the requirements of full recognition at this time, but are prepared to do acceptable work in certain courses. Such courses only are recognized.

FACULTY RECOMMENDATION.

One of the requirements for teachers' certificates to be issued upon certified credits is "faculty recommendation of ability to teach." The success of the teacher who obtains a certificate upon such recommendation will tend to increase the confidence of school boards and county superintendents in the institution making the recommendation.

ANNUAL PUBLICATION.

A publication similar to this one will appear in February of each year. The list of recognized higher institutions and recognized four-year high schools will be valid for the year beginning July 1, following the date of each annual publication.

A FIRST AND TENTATIVE LIST OF RECOGNIZED NORMAL SCHOOLS, COLLEGES AND UNIVERSITIES, JUNIOR COLLEGES, AND SPECIAL AND TECHNICAL SCHOOLS.

GROUP I—RECOGNIZED NORMAL SCHOOLS.

- ILLINOIS STATE NORMAL UNIVERSITY—Normal, David Felmley, President.
 SOUTHERN ILLINOIS STATE NORMAL UNIVERSITY—Carbondale, Henry W. Shryock, President.
 NORTHERN ILLINOIS STATE NORMAL SCHOOL—DeKalb, John W. Cook, President.
 EASTERN ILLINOIS STATE NORMAL SCHOOL—Charleston, Livingston C. Lord, President.
 WESTERN ILLINOIS STATE NORMAL SCHOOL—Macomb, Walter P. Morgan, President.
 CHICAGO NORMAL SCHOOL—Chicago, William B. Owen Principal.

GROUP II—RECOGNIZED COLLEGES AND UNIVERSITIES.

- ARMOUR INSTITUTE OF TECHNOLOGY—Chicago, Frank W. Gunsaulus, President.
 AUGUSTANA COLLEGE—Rock Island, Gustav A. Andreen, President.
 DE PAUL UNIVERSITY—Chicago, Francis X. McCabe, President.
 ILLINOIS COLLEGE—Jacksonville, Charles H. Rammelkamp, President.
 ILLINOIS WESLEYAN UNIVERSITY—Bloomington, Theodore Kemp, President.
 ILLINOIS WOMAN'S COLLEGE—Jacksonville, Joseph R. Harker, President.
 JAMES MILLIKIN UNIVERSITY—Decatur, Albert R. Taylor, President.
 KNOX COLLEGE—Galesburg, Thos. McClelland, President.
 LAKE FOREST COLLEGE—Lake Forest, John S. Nollen, President.
 LOMBARD COLLEGE—Galesburg, Ralph M. Barton, Acting President.
 LOYOLA UNIVERSITY—Chicago, John L. Mathery, President.
 MONMOUTH COLLEGE—Monmouth, Thos. McMichael, President.
 NORTHWESTERN COLLEGE—Naperville, Lawrence H. Seager, President.
 NORTHWESTERN UNIVERSITY—Evanston, Abram W. Harris, President.
 ROCKFORD COLLEGE—Rockford, Miss Julia H. Gulliver, President.
 ST. VIATOR COLLEGE—Bourbonnais, J. P. O'Mahoney, President.
 UNIVERSITY OF CHICAGO—Chicago, Harry Pratt Judson, President.
 UNIVERSITY OF ILLINOIS—Urbana, Edmund J. James, President.

GROUP II—COLLEGES RECOGNIZED FOR ONE YEAR.

- CARTHAGE COLLEGE—Carthage, Harvey D. Hoover, President.
 EUREKA COLLEGE—Eureka, Harry O. Pritchard, President.
 GREENVILLE COLLEGE—Greenville, Eldon G. Burritt, President.
 MCKENDREE COLLEGE—Lebanon, Huber W. Hurt, President.
 SHURTLEFF COLLEGE—Upper Alton, Geo. M. Potter, President.
 WHEATON COLLEGE—Wheaton, Charles A. Blanchard, President.

GROUP III—PARTIALLY RECOGNIZED COLLEGES.

- AURORA COLLEGE—Aurora, Orin R. Jenks, President.
 BLACKBURN COLLEGE—Carlinville, Wm. M. Hudson, President.
 HEDDING COLLEGE—Abingdon, Walter D. Agnew, President.
 ILLINOIS HOLINESS UNIVERSITY—Olivet, A. L. Whitcomb, President.
 LINCOLN COLLEGE—Lincoln, James H. McMurray, President.
 WILLIAM AND VASHTI COLLEGE—Aledo, Ward L. Ray, President.

GROUP IV—JUNIOR COLLEGES AND SPECIAL AND TECHNICAL SCHOOLS.

A—RECOGNIZED JUNIOR COLLEGES.

- BRADLEY POLYTECHNIC INSTITUTE—Peoria, Theodore C. Burgess, Director.
 LEWIS INSTITUTE—Chicago, George N. Carman, Director.

A—JUNIOR COLLEGES RECOGNIZED FOR ONE YEAR.

- FRANCES SHIMER SCHOOL—Mt. Carroll, Wm. P. McKee, Dean.
 MONTICELLO SEMINARY—Godfrey, Martina C. Erickson, Principal.
 MOUNT MORRIS COLLEGE—Mount Morris, John E. Miller, President.

B—RECOGNIZED TECHNICAL SCHOOLS.

- ARMOUR INSTITUTE OF TECHNOLOGY—Chicago, Frank W. Gunsaulus, President.
 ART INSTITUTE—Chicago, Lake Front, opposite Adams Street, Theodore J. Keane, Dean.
 BRADLEY POLYTECHNIC INSTITUTE—Peoria, Theodore C. Burgess, Director.
 LEWIS INSTITUTE—Chicago, Madison and Robey Streets, George N. Carman, Director.

B—TECHNICAL SCHOOLS RECOGNIZED FOR ONE YEAR.

- AMERICAN COLLEGE OF PHYSICAL EDUCATION—Chicago, Grand Boulevard and 42d Street, M. A. Wood, President.
 COLUMBIA COLLEGE OF EXPRESSION—Steinway Hall, Chicago, Mary A. Blood, President.
 TECHNICAL NORMAL SCHOOL OF CHICAGO—Chicago, 3207 Michigan Boulevard, L. Mary Sherwood, Director.

C—SPECIAL SCHOOLS.

1—Schools of Music Recognized for One Year.

- AMERICAN CONSERVATORY OF MUSIC—304 S. Wabash Avenue, Chicago.
 BUSH CONSERVATORY—800 N. Clark Street, Chicago.
 CHICAGO MUSICAL COLLEGE—624 S. Michigan Boulevard, Chicago.
 COLUMBIA SCHOOL OF MUSIC—509 S. Wabash Avenue, Chicago.
 THE COSMOPOLITAN SCHOOL OF MUSIC AND DRAMATIC ART—Auditorium Building, Chicago.
 THE SHERWOOD MUSIC SCHOOL—410 S. Michigan Avenue, Chicago.

THE TECHNICAL NORMAL SCHOOL OF CHICAGO—2207 Michigan Avenue, Chicago.

PEORIA MUSICAL COLLEGE—Corner Madison Avenue and Fayette Street, Peoria.

2—Kindergarten Training Schools Recognized For one Year.

CHICAGO KINDERGARTEN INSTITUTE—54 Scott Street, Chicago, Mary Boomer Page, Director.

KINDERGARTEN COLLEGIATE INSTITUTE—410 South Michigan Avenue, Chicago, Eva B. Whitmore, Director.

NATIONAL KINDERGARTEN COLLEGE—2944 Michigan Boulevard, Chicago, Elizabeth Harrison, President.

THE PESTALOZZI—FROEBEL KINDERGARTEN TRAINING SCHOOL—616 S. Michigan Boulevard, Chicago, Bertha Hofer Hegner, Director.

RECOGNIZED HIGH SCHOOLS.

[John Calvin Hanna, Supervisor of High Schools.]

A. REQUIREMENTS FOR RECOGNIZED HIGH SCHOOLS.

The law provides for the recognition of high schools by the State Superintendent of Public Instruction.

Those which conform to the requirements for recognition are entered as "Recognized High Schools," and in each case a formal certificate is forwarded to the authorities of the school.

Any school wishing to be classified as a recognized high school should send to this office and receive an approval blank, after which arrangements may be made for such personal visit or other investigation as may be necessary.

Schools not appearing to be in condition to receive recognition may arrange for a special investigation and learn what is needed to place them upon a basis deserving recognition.

A recognized high school must satisfy reasonable requirements under the following heads: I—Material Equipment; II—Organization; III—Program of Studies; IV—Instruction; V—Spirit.

I. In the matter of Material Equipment there must be building, rooms, library, laboratories, shops, heating, lighting, ventilation, water supply, toilet facilities and janitor service reasonably adequate for the size of the school and what it undertakes to do.

Circular 94 issued by the Department contains a chapter on "A Working Library," with suggestions for its use and lists of books recommended, with prices.

A recognized high school offering either physics or chemistry should have a laboratory so equipped that a considerable amount of experimental work is done by the pupils themselves. Two hundred dollars or even less will procure a fair equipment for a physics laboratory in a small school. A well-equipped chemistry laboratory will cost \$300; it should not be undertaken in the smaller schools.

A list of experiments recommended for a course in physics, with the minimum apparatus required, appears in Circular 94, referred to above.

Nearly all the high schools in the State offer some biological courses—botany, zoology, physiology; some are offering general science to first-year pupils. Every such course ought to include some laboratory work; schools seeking recognition ought to bear this in mind. Physiology is required by law; a school cannot be recognized unless it complies with the requirements of the statute regarding the teaching of physiology. All schools whose attention has been called to this requirement have taken steps to meet the demand.

A year's course in general science may be made useful, and, if wisely arranged and skillfully taught, will prove a good introduction to science study. Such a year's course should always be framed so as to include the instruction in physiology required by law.

Circular 94 referred to above, contains also lists of apparatus and prices for a year's course in general science and for half-year courses in botany and zoology.

II. In the matter of Organization the requirements for a Recognized Four-Year High School are briefly as follows:

1. A school year of not less than thirty-six weeks.
2. Daily recitations (or laboratory periods twice as long) in all subjects for which full credit is to be allowed.
3. Recitation periods of forty minutes for all classes, (laboratory periods eighty minutes).
4. Standard of admission to the first year to be graduation from the eighth grade as defined in the statute.
5. Standard of graduation must include sixteen units of real high school work.
6. Full time of at least two assistants besides the principal (or superintendent) given to high school classes.
7. No teacher may undertake more than seven classes daily. No teacher ought to undertake more than six classes daily. The proper limit, under ordinary circumstances, for a high school teacher not occupied with supervision is five classes daily. A teacher who conducts classes with double time periods ought not to undertake so many classes.

III. In the matter of Program of Studies each pupil doing regular work must carry four studies with daily recitations. One study completed successfully by reciting daily for a year shall constitute one unit. All such studies must be actual high school studies and not grade school studies. There must be a reasonable arrangement of these studies in the program of studies. Physics and chemistry are not wisely offered before the third year. The same is true of American history, because a study of it in the high school should be postponed until a distinct advance in maturity is attained beyond that belonging to the same pupils when they studied the subject in the eighth grade.

The subjects required to be taught in a recognized high school are physiology, at least three years of English, and American history.

The number of units allowed is as follows:

English, 1 to 4.	Chemistry, 1.
History, 1 to 4.	Algebra, 1 or $1\frac{1}{2}$.
Latin, 2 to 4.	Plane geometry, 1.
Greek, 1 to 3.	Solid geometry, $\frac{1}{2}$.
French, 1 to 3.	Plane trigonometry, $\frac{1}{2}$.
German, 1 to 3.	Bookkeeping, $\frac{1}{2}$ or 1.
Spanish, 1 or 2.	Commercial law, $\frac{1}{2}$.
General science, $\frac{1}{2}$ or 1.	Commercial geography, $\frac{1}{2}$.
Physiology, $\frac{1}{2}$ or 1 (if not included in general science).	Stenography, 1 or 2.
Botany, $\frac{1}{2}$ or 1.	Typewriting, $\frac{1}{2}$ or 1.
Zoology, $\frac{1}{2}$ or 1.	Civics, $\frac{1}{2}$.
Physical geography, $\frac{1}{2}$ or 1.	Economics, $\frac{1}{2}$.
Astronomy, $\frac{1}{2}$.	Domestic science or art, 1 to 2.
Geology, $\frac{1}{2}$.	Manual training, 1 to 2.
Agriculture, 1 or 2.	Drawing, $\frac{1}{2}$ to 2.
Physics, 1.	Music (see below).
	Physical training (see below).

In such subjects as bookkeeping, typewriting, manual training, domestic science or art, and drawing, all periods that are occupied with work done under the teacher's supervision and without outside preparation of a formal lesson to be "recited," must be of double length in order to be counted as of equal credit value with ordinary recitation periods. This sort of work is really "laboratory" work, and is thus placed on exactly the same plane as laboratory work in the sciences.

To illustrate, a class in typewriting or manual training occupying one period daily throughout a year should receive one-half unit of credit, while an algebra class would receive one full unit of credit for a year's work with one period daily; and a class in typewriting or manual training in order to earn one full unit for a year's work must spend two periods daily.

There are some of the larger schools that are offering as elective work more than the amounts specified in the table; credits for such work will be allowed when the school appears to be equipped for doing such work satisfactorily.

Recognition for music may be arranged, where satisfactory standards of quality and quantity are maintained, for any number of units up to four.

On a similar basis, recognition may be given for one-half or for one unit in physical training.

IV. In the matter of Instruction the teachers must be qualified according to the certificating law, and ought to have had not less than two years of educational preparation beyond the high school. The final test of teachers for recognition is successful classroom work.

V. The Spirit of the school (attitude of teachers, attitude of pupils and service to the community) may be taken into favorable consideration in grading a high school partly deficient in certain other particulars.

B. SUGGESTED PROGRAM OF STUDIES FOR SMALLER HIGH SCHOOLS.

In response to many inquiries and requests for assistance in planning programs of studies for smaller high schools, and in recognition

of the conditions which face the administrative officers of schools in the smaller communities, and of their proper desire to keep their schools up to a good standard and at the same time to attempt such work only and make such arrangements only as they can successfully carry out, the Supervisor of High Schools has prepared the following suggested program of studies for smaller high schools:

Two plans are given: (A) with Latin or German, (B) without any foreign language. The notes suggest substitutions that may be made and on what conditions, and give additional information and suggestions of importance.

Such "alternation" as is possible or advisable is indicated. It is possible to carry the "alternation" idea to an extreme that interferes with good results and puts the school on a plane greatly below what it would present under normal conditions.

The following suggestions are not intended to provide a full program of studies with many electives such as is demanded in the larger high schools, but it is hoped that they will prove useful to a large number of the high schools of the State. The problems that face the larger schools in the matter of curriculum are, also, important and will receive attention from this department as needed. Wherever possible, a county organization or agreement may, with advantage, be entered into between the larger and the smaller schools of the county, so as to secure a working unification of programs of studies and a system of transfers with acceptance of credits. Such county arrangements should be made with the cooperation and under the supervision of the county superintendent. The State Supervisor of High Schools will be glad to render any assistance in his power.

SUGGESTED PROGRAM OF STUDIES FOR A HIGH SCHOOL WITH THREE OR MORE TEACHERS, COVERING FOUR YEARS OF WORK:

PLAN A—WITH LATIN OR GERMAN.

First year.	Second year.	Third year.	Fourth year.
1—English I	1—English II.	1—English III.	1—English IV.
2—Latin I or German I.	2—Latin II or German II.	2—Latin III or German I.	2—Latin IV or German II.
3—Algebra I. (See Note 1.)	3—Ancient Hist. (See Note 2.)	3—Plane Geom.	3—Physics.
4—Science I, which may be either:	4—Science II, which may be either:	4—Med. and Mod. History. (See Note 2.) or	4—American History and Civics.
(a) Gen. Science, including Physiol- ogy, or	(a) Agricul- ture, or	{ Adv. Algebra ½ yr.	
{ Physiol- ogy ½ yr.	(b) { Botany ½ yr.	{ Solid Geom. ½ yr.	
(b) { Physical	{ Zoology ½ yr.	{ Chemistry, or Man.	
{ Geogra- phy ½ yr.	(c) Domestic Science (for girls.)	{ Training or Freehand Drawing.	

PLAN B—WITHOUT ANY FOREIGN LANGUAGE.

First year..	Second year.	Third year.	Fourth year.
1—English I.	1—English II.	1—English III.	1—English IV.
2 { Com. Arith. $\frac{1}{2}$ yr.	2—Ancient Hist. (See Note 2.)	2—Med. and Mod. History.	2—American Hist.
2 { Com. Geog. or Elem. Civics. } $\frac{1}{2}$ yr.	3—Plane Geom.	(See Note 2.) or Chemistry or Man.	3—Physics.
or Manual Train- ing I or Freehand Drawing I.	4—Science II, which may be either: (a) Agricul- ture or	Training or Freehand Drawing.	4 { Economics $\frac{1}{2}$ yr. Civics $\frac{1}{2}$ yr. or one of the combina- tions given under "4" in third year, if not already taken.
3—Algebra I. (See Note 1.)	(b) { Bot. $\frac{1}{2}$ yr. Zool. $\frac{1}{2}$ yr. or	3—Bookkeeping. { Com. Law $\frac{1}{2}$ yr.	
4—Science I, which may be either: (a) Gen. Sci., in- cluding Physiol- ogy or	(c) Domestic Science (for girls).	4 { Adv. Algebra $\frac{1}{2}$ yr. or	
(b) { Physiol- ogy $\frac{1}{2}$ yr. Physical Geogra- phy $\frac{1}{2}$ yr.		{ Com. Arith. $\frac{1}{2}$ yr. Com. Geog. $\frac{1}{2}$ yr. (if not taken in first year.)	

Note 1—The content of Algebra I may be either, (a) the old definition "Algebra to quadratics," or, better, (b) a course conforming to the recommendations of the High School Conference, whereby certain less important and less valuable topics are omitted, for example, complicated factoring, simultaneous equations with more than three unknowns, binomial theorem, cube root, remainder theorem, imaginaries and extensive manipulation of radicals, H. C. D. and L. C. M. by method of continued division, inequalities, indeterminate equations, difficult general solutions and discussions, thus making room for the inclusion in the course called "Algebra I" of the solution of quadratics by completing the square and verification of the solution by substitution, and also simultaneous equations wherein one is linear and one quadratic.

Note 2—Where a school or a class or a pupil can devote only two years in the high school to history, it is better that the second of those two units (to be taken, if possible, in the fourth year) be American history and civics, and that the first of those two units be "European history" with the first semester covering the time from the beginning to about 1500 A. D., and the second semester covering the time since 1500 A. D. In recognition of the demand for such a readjustment of time several textbooks are in preparation.

When three years of history are prescribed for a school, or are taken by a class or a pupil, even if *not* prescribed, the first two years may be given with advantage, respectively, to these two periods of time, letting one full year be given to the time before 1500 A. D. and one full year to the time since.

Either of these plans of studying history in the high school is preferable to the old plan of dividing the time (whether one year or two) so that ancient history occupies one-half of the full time, while mediæval and modern history together have the other half.

Note 3—If more convenient, a class working under Plan A that takes both Science II and Manual Training or Freehand Drawing may take the latter in the second year and the former in the third year.

Note 4—A school with a larger enrollment and with a larger teaching force can offer more electives. In such a school many other courses not here named and not likely to be demanded in the smaller schools are, of course, offered, and are of equal value with some of these already named. Courses in Greek and in French, Italian, Spanish, Swedish and other modern languages, in Trigonometry, College Algebra, Stenography and Typewriting, with additional or advanced courses in English, History, Manual Training, Freehand and Mechanical Drawing, Domestic Science and Art, Music, Physical Training, are among those so offered.

RECOGNIZED FOUR-YEAR HIGH SCHOOLS.

1—TOWNSHIP HIGH SCHOOLS.

City or town (township) county.	Name of principal.	Annual salary of principal.	Other teachers.	Years in course.	Number enrolled.
Alvin..... (Ross) Vermilion.	Daniel Stipp..... Math., Ger., Phys.	\$1,050	Estelle B. Love, Hist., Sc., Eng.; Ma- dia A. Cash, Latin, Mu., Eng.....	4	12
Arcola..... (Arcola) Douglas.	S. R. Allen.....	1,500	W. H. Michel, Sc.; O. L. Bockstahler, Ger., Hist.; Katherine Edwards, Lat- in; Mildred Elder, Eng., Mu.; Marie Savage, Math.....	4	130
Arlington Heights..... (Wheeling) Cook.	O. R. Zoll..... Sc., B. K., Geom.	1,600	Ada R. Kruger, Ger., Latin, Hist.; Amy M. Martin, Eng., Phys., Geog.; Anna B. Stevenson, Alg., Anc. Hist.....	4	39
Armington..... (Hittle) Tazewell.	Olga V. Hofacker.. Eng., Ger., Latin.	767	Clyde Carr, Sc., Math.; Emma D. Mich- el, Com. Br., Hist., Sew.....	4	42
Armstrong..... (Armstrong) Vermilion.	Dan O. Gettinger... Hist., Phys.	1,050	Zenobia C. Weimer, Eng., Ger.; Miss H. Jessen, Math., Zool., Agr.....	4	41
Ashley..... (Richview) Washington.	H. A. Ritcher..... Math.	1,080	Mabel Upchurch, Latin, Ger.; Chester A. Kellogg, Sc.; Emily Milligan, Eng., Hist.....	4	63
Assumption..... (Assumption) Christian.	J. O. Stanberry...	1,300	M. Estelle Fritter, Eng.; Elise A. Phin- ney, Latin, Hist.; Mabel Shipman, Sc.; L. L. Larson, Math., Chem.; Lena Pauline Gran, D. S.....	4	136
Bellflower..... (Bellflower) McLean.	Dean M. Inman.... Sc., M. Tr.	1,400	Nannie B. Rives, Math., Ger., Hist.; Grace S. Sloan, Eng., Latin, Sc.; Cordelia B. Inman, D. S., Sten., Hist.....	4	65
Belleville..... (St. Clair) St. Clair.	H. W. Brua..... Geom., Ger., Com. Geog.	2,100	W. T. Hanson, Eng., Physiol., Bot.; J. C. Gambach, Alg., Dr.; J. H. Yar- brough, Gen. Hist., Latin; Emma Meyer, Alg., Ger.; H. G. Schmidt, Eng., Phys.; E. S. Thurston, Eng., Eng. Hist., U. S. Hist.; Miss A. T. Wabraith, Eng., Latin; Kurt G. Busick, Com. Arith., Physiog., Chem.; M. G. Humphrey, B. K., Sten., Typewrit- ing.....	4	236
Benld..... (Cahokia) Macoupin.	W. E. Rutherford.. Math., Sc.	1,500	E. K. Rutherford, Hist., Sc.; Mary Bar- braek, Latin, Eng.....	4	31
Benton..... (Benton) Franklin.	Chas. W. Houk....	1,700	Sherman L. Kell, Sc.; Philippina Marie Pfaff, Ger., Latin; Clara E. Howard, Hist.; Elsie W. Smith, Math.; Chester E. Mitchell, Eng.; Hazel B. West, Household Sc.; Eva M. Dussell, Com. Br.; W. E. Giffin, M. Tr., Director of Athletics.....	4	136
Biggsville..... (Biggsville) Henderson.	C. E. Plummer.... Sc.	.....	Elizabeth Whiteman, Eng., Hist.; Rob- ert F. Midkiff, Latin, Ger., Math.....	4	44
Bismarck..... (Bismarck) Vermilion.	R. Arlyn Williams.. Sc., Math., Agr.	1,080	Stella F. Finney, Eng., D. S.; Martha DuBois, Ger., Hist.....	4	30
Blue Island..... (Worth-Cal- met) Cook.	J. E. Lemon.....	3,600	Mabel Hunt, Eng.; Ruth McHenry, Eng.; R. D. Crout, Hist.; Roy Massena, Sc.; G. H. Small, M. Tr.; W. J. Bauman, Com. Br.; B. E. Frobish, Com. Br.; C. R. Snapp, Alg., Hist.; F. B. Post, Agr., Phys.; Lena Hesse, Ger.; Mary Ewing, Eng.; Imogene Spaulding, Math.; Katherine Messenger, D. S...		270

TOWNSHIP HIGH SCHOOLS—Continued.

City or town (township) county.	Name of principal.	Annual salary of principal.	Other teachers.	Years in course.	Number enrolled.
Bridgeport..... (Bridgeport) Lawrence.	Otis M. Eastman..	\$1,500	Hilma Peterson, Eng., Phys. Tr. (Girls); June Crossland, Sew., Cook.; Louise Cooper, Biol., Chem.; Fleda Cooper, Alg., Eng.; Florence Scharfenstein, Latin, Ger.; C. M. Spall, Phys., M. Tr.; Milton Nelson, Hist., Mu., Phys. Tr. (Boys); J. A. Egelhoff, Com. Br.; H. O. Flatt, Alg., Geom., Zool., Bot.....	4	154
Carmi..... (Carmi) White.	Joseph Gersbacher. Phys., B. K.	1,062	Fannie Putcamp, Ger., Latin; Reba Willis, Eng.; C. N. Stokes, Math., Ath.; Ora McGhee, Sc.; Lulie H. Stevenson, Hist., Sew.....	4	186
Centralia..... (Centralia) Marion.	Eston V. Tubbs... Education.	2,000	Clara Erbes, Ger.; Margaret Fuller, Physiog., Dr., Art, Phys.; Ida Schaf- er, Math.; Helen Murray, D. S.; Ar- thur L. Trout, Hist., Physiol., Civics; Tracy M. Patrick, Alg., Chem., Zool.; Howard Finley, Eng., Pub. Speaking; Oscar F. Guenther, Agr., M. Tr., Mech. Dr.; Louise Chapman, Eng., Psych., Mu.; Agnes Barrett, B. K., Typewriting, Sten.; Elizabeth Ayres, Latin, Ger.; Madeleine Moutray, Eng., Typewriting, Com. Geog., Pen., Spell; Dorothy Bundy, Hist., Eng.....	4	340
Chicago Heights.. (Bloom) Cook.	Edwin L. Boyer... B. K.	2,500	Will B. Dyer, M. Tr.; Myra Parkinson, D. S.; Nell A. Meyer, Hist.; Frances V. Russell, Typewriting; Josephine Benjamin, Asst. Math., Sc.; Florence V. Wallace, Eng.; Viola M. Spencer, Sten., Eng., Pen.; Alfred Clarke, Sc.; Mary M. French, Asst., Hist., Eng.; Constance Mitchell, Latin; Edward Lee Moyer, Math.; Hilda I. Buescher, Ger.; Clark Green, Asst. Eng., Asst. Sc.; Alice Davenport, Phys. Tr. (Girls), Physiol.; Glen Christy, Mu., Phys. Tr. (Boys).....	4	26
Chillicothe..... (Chillicothe) Peoria.	H. H. Baumgardner Sc., Alg., Latin.	1,250	Catharine Scarry, Eng., Math.; Evelyn E. Graham, Lang., Hist.; Alma M. Merrick, Lang., Hist., Pub. Speaking.		
Chrisman..... (Ross-Edgar) Edgar.	P. M. Watson..... Normal Training, Math.	1,600	Helen E. Booker, Latin, Eng.; H. R. Pollock, Agr., Chem., Zool., Gen. Sc.; Hazel Frye, Eng., Hist.; Gertrude Lehmann, Sew., Cook., Ger.; W. A. Bandy, M. Tr., Sc., U. S. Hist.....	4	125
Cicero..... (Cicero-Stick- ney) Cook.	Harry V. Church..	2,300	C. L. Bergman, Eng., Civics, Am. Hist.; Ada Bothwell, Eng.; Alma Erswell, Eng.; Edna M. Doch, Eng.; Nathan Preston, Greek Hist., Civics, Eng.; Florence R. Scott, Eng.; Walter B. Spellman, Eng., Civics; Mabel Beaver, Shorthand, Typewriting, Business Eng.; Daisy M. Bell, Shorthand, Typewriting; Martha Lapham Shorthand, Typewriting; Ina McCurdy, Shorthand, Typewriting; Lucia Rice, Eng., Shorthand, Type- writing; Catherine Simons, Shorthand, Typewriting; Mrs. Mabel Stephens, Business Eng., Typewriting; H. A. Finney, B. K.; Ray Hall, Industrial Hist., Civics, B. K.; W. Ray Smith, Alg.; H. L. Brundage, Phys. Tr.; Rose M. Gyles, Phys. Tr.; Mrs. L. Carnes, Pub. Speaking; Arsina Hawk, Freehand Dr., Bookbinding; Lois Ken- nedy, Eng., Penmanship; Frank W. Walsh, M. Tr.; Earl Sterbuck, Mu.; Raymond Denslow, Gen. Sc., Chem.; Richard O. Potter, Gen. Sc., Chem.; John V. Tinen, Civics, Gen. Sc., Chem.; Edward F. Brown, French, Ger., Span.; Alice P. Silliman, Latin;		

TOWNSHIP HIGH SCHOOLS—Continued.

City or town (township) county.	Name of principal.	Annual salary of principal.	Other teachers.	Years in course.	Number enrolled.
Cicero— Concluded.... (Cicero- Stickney) Cook.	Harry V. Church.....		Jean E. Bliss, Sew.; Edna Schnore, Sew.; Edith M. Roberts, Cooking; Miriam Richer, Cooking.....	4	459
Collinsville..... (Collinsville) Madison.	A. E. Arendt..... Sc.	\$1,500	Jas. E. Simpson, Com. Br.; Nelle Reaugh, D. S.; Melitta Magarent, Latin, Ger.; J. R. Miller, Eng.; Hist.; Chester Gumm, M. Tr.; Emma Harris, Eng.; T. J. Beck, Math.; M. A. Andreen, Sc.....	4	205
DeKalb..... (DeKalb) DeKalb.	F. M. Giles.....	2,700	W. T. Emery, Phys.; Minnie W. Jones, Ger.; H. F. Riechers, M. Tr.; E. B. Collett, Biol., Agr.; J. U. Elmer, Hist.; Jay A. Ford, Com. Subjects; Rose Kolman, Ger., Hist.; Helene Baker, Eng.; D. E. Walker, Math.; Irene Staley, Eng.; Alice Johnson, Latin; Anne Green, D. S.; Katherine Fisk, Dr.; Allan P. Ramsay, Math.; L. F. Nickey, Phys., Chem.; Maud Nicholson, Mu.....	4	366
Des Plaines..... (Maine) Cook.	C. M. Himel..... Geom.	1,700	O. W. Fairbanks, M. Tr., Mech. Dr., Phys., Shop Work; Marjorie L. Fitch, Am. Hist., Anc. Hist., Eng. Hist.; Theda F. Howe, Alg.; Amanda Lew- erenz, Lat., Ger.; Winnifred Van Vleck Sten., B. K., Com. Law, Com. Geog., Typewriting; Gladys Earle, Bot., Eng., Chem.; Irene Taylor, Phys. Edu. (Girls), D. S.; Benjamin Ward, Eng., Phys. Edu. (Boys); Catherine Beers, Com. Arithmetic, Physiog., Gen. Sc., Physiol., Hygiene; Josephine Treat, Ear Training, Hist. of Mu., Boys' Glee Club; J. F. Mil- ler, Telegraphy; Ella Mix, Eng., Latin.....	4	182
Divernon..... (Divernon) Sangamon.	J. O. Huff.....	1,350	Alva A. Haskett, Latin, Math.; Helen M. Dawson, Ger., Hist.; H. N. Har- mon, Sc., M. Tr.....	4	67
DuQuoin..... (DuQuoin) Perry.	J. G. Stull.....	1,600	S. H. Ross, Hist.; Mary I. Spilman, Latin, Ger.; Irma Allais, Eng.; Lea Urbain, Math.; Ethel Carter, D. S.; W. A. Hemmer, M. Tr.; Flora Carr, Mu.; W. E. Taborn, Colored.....	4	165
Dwight..... (Dwight) Livingston and Grundy.	C. A. Brothers..... Methods.	2,000	Ella M. Brown, Latin, Ger.; Mary Mac- Lean, Eng., Hist.; Edith Bisbee, Com. Br.; A. T. Marvel, Sc., Agr.; J. P. Wirick, Math., M. Tr.; Cora Swingle, Sew., D. S.; Clara Hoag, Mu., Dr.....	4	98
East Moline..... (South Moline) Rock Island.	D. B. Hoffman..... Sc.	900	Adah Milligan, Hist., Eng.; F. R. Lid- dil, Latin, Ger.; E. D. Abbott, Sc., Math.....	4	68
Eldorado..... (Eldorado) Saline.	Oren A. Barr..... History, Civics, Teaching Pro- cess.	1,500	Amy Beach, Latin, Ger.; Nellie Dee, Household Sc., Alg.; Elsie Furby, Commerce; Byron Frame, Sc.; J. Marshall Peer, Math., M. Tr., Ath.; Bessie Pemberton, Eng.....	4	145
El Paso..... (El Paso) Woodford.	Carl B. Moore..... Alg., Geom.	1,500	Paul Mulliken, Phys., B. K., M. Tr.; Alpha Myers, Latin, Ger.; Edith Dunn, Eng.; Helen Campbell, Sc., Hist.; Mildred Colburn, Ger., Alg., Physiol., Hist.; Georgina Nettles, Mu.	4	101
Equality..... (Equality) Gallatin.	J. B. Boswell..... Sc.	1,062	J. D. Bullard, Hist., Math.; Pearl Hol- ler, Latin, Eng.....	4	70

TOWNSHIP HIGH SCHOOLS—Continued.

City or town (township) county.	Name of principal.	Annual salary of principal.	Other teachers.	Years in course.	Number enrolled.
Eureka..... (Olio) Woodford.	F. D. Thomson.....	\$2,000	Charles Knudson, Math., Phys., Chem.; Anne Henderson, Eng.; C. B. Hitch, Zool., Physiol., Bot., Phys., Geog., Econ.; Eva Nixon, Latin, Ger.; Minerva Hiserodt, Hist., Latin, Alg.....	4	103
Evanston..... (Evanston) Cook.	Wilfred F. Beardsley	4,200	Eveline S. Edwards, Dr.; Mary L. Barrie, Latin; Jane H. White, Ger.; Mary L. Childs, Hist., Civics; Grace Cooley, Eng.; Agnes P. Barr, Eng., Hist.; Maud I. Moore, Dr., Modeling; Effyan R. Wambaugh, Eng.; Elizabeth G. Grimsely, Latin; Marquis J. Newell, Math.; George A. Whipple, Latin; Grace Crippen, Math.; Grace Belden, French; Alice E. Wadsworth, Hist.; Mary C. Soyez, Latin, Greek; Siegel A. Buckborough, Chem.; Meta O. Mannhardt, Sc.; H. Dayton Merrell, Math.; Grace M. Packard, Eng.; Francis W. Runge, Math.; Ada E. Roadifer, Math.; Joseph H. Jones, Bot., Zool.; Nancy G. Oglevee, Eng.; Anna M. Williamson, French; Guy M. Pelton, Com. Br.; S. Paul Jones, Ger.; Ralph F. VanDeventer, Dr.; Rutheda A. Hunt, Stenography, Typewriting; Jean E. MacOwan, Com. Br.; John T. Riddell, Math.; Grace L. King, Com. Br.; Walter L. Barnum, Phys., Math.; Emery H. Petry, M. Tr.; Osbourne McConathy, Mu.; Harold E. Chapman, Sc.; Clara D. Murphy, Math.; Emma L. Reppert, Eng.; Margery E. Wilder, Eng.; Vera S. Reynolds, Hist.; Alene Williams, Latin; Margaret A. Nichols, Latin, French.....	4	835
Fairbury..... (Indian Grove) Livingston.	E. W. Powers.....	2,000	Myrtle Stafford, Math., Civics; Grace Sharp, Hist., Lit.; Anna Lanz, Latin, Ger.; Bella Westwick, Eng., Alg.; C. R. Voris, Sc.; C. A. Tindall, Typewriting, Sten., B. K.; G. R. Green, M. Tr., Mech. Dr.; Grace Anderson, D. S., D. Art; Ruth Pate, Mu., Dr.....	4	155
Farmer City..... (Santa Anna) DeWitt.	H. D. Eickelberg... Sc., Math.	1,500	Hugh Stephens, Sc.; Ignatia Shoch, Hist., Ger.; Virginia Folks, Eng.; G. Opal Gasset, D. S.; Florence Foley, Math., Latin.	4	118
Flora..... (Harter- Stanford) Clay.	S. J. Curlee.....	1,400	Frank H. Torrence, Sc.; Eula Loutzenhiser, Hist.; Martha Schmeisser, Latin, Ger.; Grace LaFrenz, Eng.; Evangeline Parrill, Eng., Normal; Clara Borgelt, Math., Lang.; Meta Fluck, D. S., Phys. Tr. (Girls); Edwin W. Skaer, M. Tr., Agr., Phys. Tr. (Boys).....	4	165
Forrest..... (Forrest) Livingston.	Dean Parrill.....	1,200	O. T. Marston, Math., M. Tr.; Edith N. Piper, Ger., Latin, Eng.; June McClanahan, Mu.....	4	35
Gardner..... (Greenfield) Grundy.	E. F. Booth.....	1,200	E. J. Martin, Eng., Latin; G. M. Clark, Hist., Sc., Latin; G. L. Ran, D. S., Eng.; J. W. Jackson, Agr., Sc., Phys.	4	102
Geneseo..... (Geneseo) Henry.	F. J. Mabrey.....	1,650	J. G. Harmison, Com. Br.; Mildred Richmond, Eng.; Geo. B. Claycomb, Sc.; Helen Lane, Math.; L. E. Walters, M. Tr., Arith.; Elsie Magee, D. S.; Nellie Seeger, Hist.; Helen Cleverdon, Lang.; E. B. Henderson, Phys. Culture, Agr.; J. C. Thompson, Mu..	4	189
Georgetown..... (Georgetown) Vermilion.	O. P. Rees..... Agr., Alg., Geom.	1,200	W. J. Stronks, Phys., Phys. Geog., Alg., B. K.; Rowina Johnson, Zool., Bot., Ger., Phys. Tr. (Girls); Ruth Moore, Eng., Latin; Alma Madden, Eng., Hist.; Wilson Richie, Phys. Tr. (Boys.)	4	136

TOWNSHIP HIGH SCHOOLS—Continued.

City or town (township) county.	Name of principal.	Annual salary of principal.	Other teachers.	Years in course.	Number enrolled.
Gibson City..... (Drummer) Ford.	H. T. McKinney....	\$2,000	Margaret Nicholson, Eng.; Ruth A. David, Math.; Ralph E. Boundy, M. Tr.; Lucile Mitchell, Mu., Art; H. B. Randolph, Sc., Agr.; Nelle Kirkpatrick, D. S.; Ruth West, Hist., Econ.; Ruth E. Bentley, Lat., Ger.; F. V. Culbertson, Com. Br., Ath.....	4	180
Girard..... (Girard) Macoupin.	W. F. Grotts..... Phys., Adv. Alg., Eng.	1,100	C. E. Rutherford, Phys. Geog., Bot., Eng. Med. and Mod. Hist.; Reba Sacre, Latin, Eng.; Karl Kershner, Alg., Plane Geom., Zool., Physiol., Am. Hist.; Irma Heidrick, Mu.....	4	102
Harvey..... (Thornton) Cook.	Lewis Wilbur Smith	3,250	Don C. Allen, Chem.; Wm. H. Almy, M. Tr.; Hazel H. Alzeno, Com. Br.; Robt. G. Bell, Physiog., Biol.; Hazel L. Brown, Latin, Math., Hist.; Isabella W. Coutts, D. Art; Frances F. Gordon, Math.; Mary C. Gouewins, Mod. Lang., Math.; Edith L. Hilderbrant, Phys. Tr.; Harry E. Hillier, Phys. Tr., Econ.; Mary E. Howland, Eng., Com. Arith.; Cyrus W. Lantz, Biol., Bot., Zool.; Isabel H. Loomis, Mu.; Maud M. Patterson, Math.; Ruth M. Renwick, Art; Wilhelmina Schaeffer, Mod. Lang.; Eva G. Schultz, Eng., Alg.; Lena Schafer, Com. Br.; Clara I. Stalker, Eng.; Ethel H. Stratton, Latin; O. Fred Umbaugh, Eng.; Geo. B. Williams, Hist.; H. Eunice Worthen, D. S.....	4	430
Harrisburg..... (Harrisburg) Saline.	Harry Taylor.....		Edna D. Winch, Eng., Math., Latin; Mary D. Phillips, Mu.; Mary C. Tunison, Latin, Ger.; Dorothy S. Rinaker, Household Arts; Clarence Bonnell, Sc., M. Tr.; D. B. Harvey, Com. Br.; Robert S. Ripley, Math., Sc.; Herbert C. Hopkins, Hist.; Marion G. Janes, Math.; Gertrude M. Gifford, Eng.; Florence H. Scott, Eng.....	4	308
Herrin..... (Herrin- Blairsville) Williamson.	H. G. Spear..... Hist.	1,400	Mae Trovillion, Eng.; Jessie F. Miller, Latin, Ger.; Lois Benson, Math.; Clara M. Atterbery, D. S.; I. S. Palmer, Sc.; Geo. Benson, Com. Br.; T. L. Alston, Colored students	4	166
Herscher..... (Pilot) Kankakee & Iroquois.	Geo. E. Bodin..... Ger., Chem., Agr.	1,300	Mary C. Monahan, Math., Hist.; Edith Mann, Eng., Latin.....	4	36
Highland Park... (Deerfield- Shields) Lake.	Richard L. Sandwick.....	3,500	Gertrude Anthony, Math.; Mildred Chamberlain, Art; E. J. Gragoe, Chem., Physiog., Com. Geog.; M. N. Domoray, Phys., Eng., Arith.; Adah G. Grandy, Eng.; Jessie Edmundson, D. S.; Fred C. Ewing, Shorthand; Alice McElrath, Eng., Pub. Speak.; Mrs. A. M. Allison, Eng.; Augusta Krieger, Ger.; Ernest S. McLain, Arith., Business Methods, B. K.; E. Louise Noyes, Eng., Latin; Wade McNutt, Biol.; Ralph Perrine, Hist.; Harry G. Pertz, Alg., Mech. Dr.; John L. Rothacher, Athletics; Robert W. Schneider, Woodwork, Metal work; Augusta Stuart, Latin; Florence Stuart, Span., French; George G. Taylor, Math.; Marguerite Tucker, D. S.; Margaret Reid, Phys. Tr.; Wilhelmina Munson, Typewriting; Russell Morgan, Mu.....	4	405
Hinsdale..... (Downers Grove) DuPage.	Harvey A. Flanders. Sc., Math.	1,600	R. R. Lumsden, Com. Br.; L. C. Clowes, Sc., Phys. Tr.; Ruth B. Patrick, D. S.; Lulubel Walker, Hist., Phys. Tr.; Agnes Whiteford, Latin, Ger.; Bes-		

TOWNSHIP HIGH SCHOOLS—Continued.

City or town (township) county.	Name of principal.	Annual salary of principal.	Other teachers.	Years in course.	Number enrolled.
Hinsdale— Concluded.... (Downers DuPage. Grove)	Harvey A. Flanders Sc., Math.	\$1,600	sie W. Harrington, Eng.; Ida M. Taylor, Eng., Alg.; Mabel M. Tyler, French, Ger.....	4	125
Hume..... (Young America-Shiloh) Edgar.	W. F. Wollenhaupt Latin, Math., Am. Hist.	1,250	T. D. Foster, Sc., Anc. Hist., Alg.; Jes- sie Huffman, Eng., Ger.....	4	48
Hutsonville..... (Hutsonville) Crawford.	Harry M. Thrasher Hist., Math.	1,400	K. J. Hopp, Sc.; Lena J. Myers, Eng.; Edna Kirk, Lang.....	4	60
Industry..... (Industry) McDonough.	R. H. Malcomson.. Am. Hist., Phys., Ger., Agr.	1,200	Eva McMillan, M. Tr., D. S., Com. Geog., Zool., Bot., Marion Andrews, Math., Hist.; Bessie McCollum, Eng., Latin.	4	80
Jerseyville..... (Jersey) Jersey.	D. R. Henry.....	2,000	D. C. Atkinson, Math., Phys. Sc.; Anne G. Cannell, Latin; Caroline Christie, Ger., French; C. R. Edwards, Hist.; H. G. See, Com. Br.; Florence Palm- strom, Eng.; Edna K. Rentschler, Biol.; Ernest Stirwalt, Math., Agr...	4	197
Joliet..... (Joliet) Will.	J. Stanley Brown...	4,200	Bessie Arthue, Arith.; Harry Atkinson, Ger.; Helen Baldwin, Latin; W. Bannon, Eng.; Elizabeth Barns, Head of Hist. Dept.; Stella Bigelow, Eng.; Irma Boston, Head of D. S.; Ray Broughton, Eng.; Helen Brown, De- sign; Grace Buchwalter, Ger.; Ralph Bush, Civics, Econ.; L. U. Cavins, Head of Eng. Dept.; Grace Clow, Eng.; Elizabeth Criswell, Typewrit- ing; Alberta Drew, Physiog.; Ellen Drew, Hist.; Marg. Duncan, Business Arith.; Grace Eldridge, Latin; Eng- strom, Ger.; Lu. Gilpin, Eng.; H. D. Grose, Physiog.; Katherine Gunn, Alg.; Otto Harris, Physiog.; L. C. Irwin, Head of Math. Dept.; J. H. Johnson, Physiog.; Clarence Jones, Phys. Culture; J. M. Large, Com. Geog.; Gertrude Lawlor, Math.; Ver- gil B. Libbey, Mech. Dr., Phys.; V. C. Lohr, Head of Chem. Dept.; Emily B. Mack, Head of Latin Dept.; Florence Martin, Eng.; Myra Mather, Ger.; Edward L. Mayo, Math.; A. R. McAllister, M. Tr.; H. B. McAllister, B. K.; Ethel McClenahan, Hygiene; Frank Mueller, Head of M. Tr. Dept.; F. O. Mussehl, Physiog.; Caroline Nielsen, Ger., Latin; Pha. Ruggles, Asst. Phys. Culture; Elsie L. Sawyer, Head of Ger. Dept., Pub. Speaking; C. P. Shideler, Bot., Zool.; R. R. Sidell, Bot., Zool.; R. R. Smith, Eng.; Effe Snyder, Math., Physiog.; Mary Spangler, Librarian; C. E. Spicer, Asst. Supt., Teacher Phys.; W. H. Spurgin, Physiog.; Mary Staley, Ger., Eng.; Fidelia Van Antwerp, B. K., Stenography; C. Van Der Veen, B. K., Arith.; Gertrude Webb, D. S.; Marie Williams, French; Hattie Wood, Geom.; Julia Woodruff, Geom.; Ira D. Yaggy, Adv. Phys.; Mrs. Louise Crandall, Spanish; K. W. Duncan, Hygiene; Alice Edred, Alg.; Ruby Holmstrom, Latin; Myrtle Johnston, Eng.; Butler Langlein, Alg.; A. F. Trams, Eng.; Doris Tyler, Eng.; Ada Wilcox, D. S.; H. W. Wood, Physiog.; Mrs. Minnie Casito, Mu. Night School: Mary Parker, Steno.;		

TOWNSHIP HIGH SCHOOLS—Continued.

City or town (township) county.	Name of principal.	Annual salary of principal.	Other teachers.	Years in course.	Number enrolled.
Joliet— Concluded... (Joliet) Will.	J. Stanley Brown.....		Agnes Richard, Typewriting; Mrs. R. R. Smith, Eng.; Donald McGill, Spanish; F. K. Mueller, Mech. Dr.; Celia Jordan, Arith.; Ruth Barber, Eng.; Louise O. Donnell, Read.; C. W. Jones, Phys. Education; Bess Eldred, Sew.; Irma Barns, Cook.; Mrs. E. M. Moore, B. K.; Russell Bigelow, Math.....	4	1,600
Kenilworth..... (New Trier) Cook.	Henry E. Brown....	\$3,750	Esther E. Becker, D. S.; R. L. F. Bieseiner, M. Tr.; C. W. Boyle, Chem.; Pauline H. Brooks, Eng.; Alice W. Burchard, Eng.; Elizabeth Casey, Span.; W. L. Childs, Phys. Tr.; Laura D. Fulton, Latin; Olive L. Grover, Freehand Dr.; Culver Hand, Com. Br.; George A. Harper, Math.; L. E. Hildebrand, Biol.; C. A. Hyatt, Phys. Tr.; D. E. Johnson, Com. Br.; F. A. Kahler, Math.; Harriet A. Lee, Eng.; Ruth Leonard, Phys. Tr.; Osbourne McConathy, Mu.; Catherine Murphy, Freehand Dr.; Elizabeth Packer, Latin; E. C. Phillips, M. Tr.; Mary Raymond, Hist.; C. Russell Small, Latin; Caroline Schoch, Ger.; W. A. Snyder, Math.; Laura F. Ulrick, Hist.; F. I. Walker, Eng.; DeForress Walton, French; F. C. Windoes, Phys.....	4	613
LaGrange..... (Lyons) Cook.	Gilbert Wilkinson..	3,000	Rachel E. Anderson, Gen. Sc.; Dana C. Bailey, Hist., Eng.; Wilhelmina Barfield, Eng.; Kate Louise Brown, D. Econ.; B. F. Clarke, Math.; Catherine Crane, Typewriting, Shorthand; Amy Fox, Eng., Shorthand; B. E. Gordon, M. Tr.; J. F. Graver, Ger.; L. E. A. Ling, Math.; Elma McRae, Phys. Tr.; George D. Neilson, Com. Br.; Wilhelm Nordin, Mu.; Ralph M. Roberts, Phys., Chem., Alg.; W. H. Runyon, Eng., Hist.; Kate W. Smith, Eng.; Margaret Southwick, Eng.; Mabelle J. Sperry, Latin, Ger.; Beatrice Stanton, Latin; Ellen T. Sullivan, Sc.; C. K. Warne, Alg., Econ.; Adelaide E. Wheeler, French; Helen E. Woods, Expression.....	4	416
LaSalle..... (LaSalle-Peru) LaSalle.	Thomas J. McCormack....	4,000	T. C. Kohm, Math.; Florence A. Crocker, Eng.; George Mounce, Phys.; Chem.; Katherine Reinhard, Hist.; B. E. Wing, M. Tr.; C. C. Ebbert, B. K., Shorthand; Kathleen Gaynor, D. S.; Howard Fellows, Latin, Math., Athletics; Edna A. Marlott, Mu., Latin; Bertha M. Royce, Sc.; Elmer J. Swanson, M. Tr.; John H. Calvins, Agr.; Margaret Moore, Eng.; Grace M. Palmer, Dr., Art.; Marie Bellinghousen, Mod. Lang.; John A. Gehlman, Eng., Normal Methods; Raymond A. Hoyer, Phys. Culture, Social Center Work; Katherine Lowrie, Phys. Culture, Social Center Work; Madame Emma Schlissmann, Private teacher of violins; N. P. Peterson, Private teacher of wood winds.....	4	400
Lawrenceville..... (Lawrenceville) Lawrenceville.	Flemin W. Cox....	1,440	Ina Rogers, Latin; Marguerite McNutt, Natural Sc.; Edith Phillhook, Eng.; Pauline Pearson, Hist.; Ruth Lean, Eng., Hist.; Stella Dueringer, Ger.; J. M. Saunders, Phys. Sc.; Herman A. Jones, Math.; Eva M. Walters, D. S.; Marguerite Keck, Mu.....	4	221

TOWNSHIP HIGH SCHOOLS—Continued.

City or town (township) county.	Name of principal.	Annual salary of principal.	Other teachers.	Years in course.	Number enrolled.
Lemont..... (Lemont) Cook.	Daniel L. O'Sullivan Latin, Math.	\$1,150	Timothy J. Buckley, Eng., Sc., Hist.; Marion C. Fitzpatrick, Com. Br....	4	.....
Lockport..... (Lockport) Will.	Arvid P. Zetterberg	1,700	Clayton A. Crandall, Sc.; Meredith L. McCance, M. Tr., Mech. Dr.; Emma C. Akermann, Math.; Julia M. Mangan, Hist., Eng.; Marguerite Raeder, Latin, Ger.; Ruth H. Young, Eng., Lit.; G. A. Sahli, Com. Br., Athletics; Anna L. Sandberg, D. S.; Julia Claussenius, Mu.; Louise Parr, Library, Phys. Training, Pub. Speak- ing	4	155
Lovington..... (Lovington) Moultrie.	L. W. Chatham.... Hist.	1,350	W. B. Heller, Sc., Agr., Phys. Tr.; Beatrice E. Dean, Eng., Ger.; Hope M. Pollard, Latin, Hist.; Lena M. Russell, Math; Goldie Atherton, Art.; Dorothy Griggs, Mu.; Vena Lawson, Eng., B. K.....	4	120
Mackinaw..... (Mackinaw) Tazewell.	W. Brooks Wiles... Math, Phys., M. Tr., Econ.	1,000	Corrine Boucher, Eng., Hist.; Hattie Lewis, Sew., D. S., Hist.; O. B. Park, Alg., Ger., Latin, Agr.....	4	51
Manlius..... (Manlius) Bureau.	G. T. Wilson..... Hist., Sc.	1,050	Mrs. G. T. Wilson, Math., Sew.; Kath- erine Schirmer, Lang.....	4	46
Marion..... (Marion) Williamson.	Oran Coleman..... Geom.	1,550	Arno Bratten, Hist.; Sue E. Dibble, Latin, Ger.; Ada V. McCall, Eng., Phys. Tr.; C. F. Cox, Sc., Athletics; Erwin Trouve, M. Tr.; Eva Blair, D. S.; Lenora Brewer, Com. Br.; Mabel S. Wasimer, Mu., Eng.; C. E. Chatten, Phys., Alg.; William West, Math.	4	295
Marissa..... (Marissa) St. Clair.	M. L. McManus.... Hist.	1,100	Guy R. Collins, M. Tr., B. K.; James H. Curry, Math., Physics; Florence G. Carter, Biol., Phys. Geog., Ger.; Winnifred Scott, D. S., Eng.; Ruth K. Davis, Eng., Latin; Alberta Wells, Mu., Dr.....	4	120
Marshall..... (Marshall) Clark.	Lewis W. Williams Phys.	1,575	A. C. Brookley, Chem., M. Tr.; Alice E. Keener, Biol., Mu.; Fannie An- drews, Math.; Edna M. Willis, Latin; Ruth L. Davison, Eng.; Hazel M. Bailey, Ger., Hist.; Lucile Ralston, D. S.....	4	142
Maywood..... (Proviso) Cook.	John E. Witmer....	2,500	J. M. Edman, Asst. Prin.; G. L. Gra- wolds, Com. Br.; H. F. Peterson, B. K.; Swanhild Hummerland, Sten., Typewriting; Loretta Smith, Eng.; Lulu B. Beckington, Eng.; Norma Cooley, Eng.; Rose Fleming, Eng.; Cornelia B. Adams, Ger.; Martha Hildebrandt, Ger.; Ruby E. Rowll, Hist.; Olive R. Beckington, Hist., Math.; Anna Trefz, Math.; Ralph E. Poppett, M. Tr., Mech. Dr.; Caroline B. Service, Sc.; Julia F. Evans, Latin; R. R. Brinkerhoff, Latin, Athletics; Helen Ruth Holbrook, Sc.; Betsy Cameron, Freehand Dr.; Helen R. Aikin, Household Arts; Herman L. Walker, Mu.....	4	500
Mazon..... (Mazon) Grundy.	Ele Shields..... Gen. Hist., Agr., Phys., Chem.	1,700	Elice Keyt, Math., Latin; Kathleen English, Eng., Biol., Am. Hist.; Mabel Gibson, D. S., Physiol., Am. Lit.....	4	68
Medora..... (Shipman) Macoupin.	D. G. Calvert..... Latin, M. Tr., Phys.	1,000	F. Fern Oulson, Com. Br., Geom., Ger., Phys. Culture (Girls); Rosa I. Car- son, Eng., Alg., Physiog.; Lora Lane, Mu.....	4	41
Metamora..... (Metamora) Woodford.	J. J. Thompson.... Sc., Math.	1,125	Ludie W. Thompson, D. S., Hist.; Bernice Patterson, Eng., Ger.; Harry W. Seitz, Mu., Eng.....	4	64

TOWNSHIP HIGH SCHOOLS—Continued.

City or town (township) county.	Name of principal.	Annual salary of principal.	Other teachers.	Years in course.	Number enrolled.
Milford..... (Milford) Iroquois.	H. W. McCulloch... Math.	\$1,500	Pearl Hickman, Eng., Ger.; Florence E. Janson, Hist., Civics, Econ.; Grace Brown, Latin, D. S.; Mary E. Ross, Com. Br.; L. M. Kaufman, Math., Sc.....	4	92
Morton..... (Morton) Tazewell.	T. L. Cook..... Math., Hist., Lat.	1,200	Alexander Cohn, Phys., Chem., Bot., Zool., Physiog.; Martha Beck, Eng., Ger.; Mrs. Enola M. Cook, D. Art..	4	47
Mounds..... (Burkeville) Pulaski.	F. C. Prowdley..... Latin.	1,500	Mary Merryman, Eng., Hist.; D. G. Simmons, Sc., Math., Ath.; O. L. Mitchell, Colored Pupils.....	4	60
Mt. Pulaski..... (Pulaski) Logan.	L. F. Fulwiler..... Agr., Com. Br.....	1,700	L. B. Curry, Sc.; R. V. Lindsey, M. Tr., Mu., Math.; Eva Perrin, Lang., D. S.; Marie Dean, Eng., Hist.....	4	75
Mt. Vernon..... (Mt. Vernon) Jefferson.	Silas Echols..... Hist.	1,500	H. H. Baily, Com. Br., Civics, Econ.; W. H. Ball, Math.; Anna L. Bond, French, Ger., Hist.; Ida W. Bond, Eng.; Loren E. Brock, Agr., Chem.; Lena Dalrymple, Eng., Latin; Blanche E. Haughey, Ger., Mu.; Frieda C. Rentchler, Household Arts, Sc.; Rhoda Seed, Eng., Latin; F. F. Stables, M. Tr., Athletics; Everett Williams, Sc.....	4	250
Murphysboro..... (Murphysboro) Jackson.	G. J. Koons.....	2,040	Anna Taggart, Alg., Latin; Stella P. Kleinbeck, Eng.; A. N. Thurston, Chem., Phys., Agr., Com. Arith.; Harry F. Markus, M. Tr., Adv. Alg., Geom.; Ellen G. Syse, B. K., Type-writing, Sten.; Marion Nichol, Hist. Eng.; Eda A. Jacob, Sew., Cook, Ger.; William B. Chase, Physiol., Phys. Geog., Biol., Athletics.....	4	201
Neoga..... (Neoga) Cumberland.	W. L. Hagan.....	1,600	Dora Nebel, Math., Phys. Tr. (Girls); Alma B. Conrad, Eng., Hist.; Genevieve Biss, Latin, Ger., Sew.; Irene Hamelton, Com. Br.; Maurice Hampton, Sc., Athletics.....	4	100
Newman..... (Newman) Douglas.	J. H. Trinkle..... Math.	1,400	E. O. May, M. Tr., Phys.; J. R. Gilkey, Agr., Biol.; Grace Robinson, Eng., Hist.; Honore Linmerick, Latin, Ger.; Rena Anderson, Household Sc., Hist..	4	93
Oakland..... Coles.	G. W. Sutton..... Eng., Agr., Geom.	1,440	D. O. Kime, Phys., Biol., Chem., Geom.; Ruth Alice Moss, Latin, Ger.; Laura A. O'Dell, Alg., Phys., Geog., Hist.; Victor C. Kibler, Eng., Arith.....	4	96
Oak Park..... (Oak Park- River Forest) Cook.	M. R. McDaniel....	3,400	Charles M. Austin, Math.; Marie Bell, Eng.; Fanny B. Biggs, Eng.; Samuel E. Bird, M. Tr.; Lura Blackburn, Eng.; A. G. Bobbitt, Hist.; Ella B. Butz, H. Arts; Lucile F. Cannon, Latin; Essie Chamberlain, Eng.; Bessie Davidson, Latin; Margaret H. Dixon, Eng.; Anna B. Ely, Dr.; O. Gordon Erickson, Mu.; Charles C. Evans, Sc.; Margaret Froming, Eng.; W. M. Graham, M. Tr.; Josephine Haft, Eng.; H. Marjorie Hull, Phys. Tr.; Irving B. Hunter, Hist.; L. S. Jones, Math.; R. N. Ketcham, Sc.; Harriet G. King, Hist.; Hilde Kramer, Ger.; Mattie B. Lacy, Hist.; A. Q. Larson, Com. Br.; Anna B. La Venture, Math.; Caroline Livingston, Dr.; J. O. Lofberg, Latin; Florence Lucas, French; F. S. Needham, M. Tr.; E. L. O'Brien, Phys.; C. E. Osborne, Chem.; Rachel Ott, Sc.; Everett W. Owen, Math.; Elsie G. Parker, Math.; Mary R. Payne, Math.; F. L. Pinckney, M. Tr.; Frank J. Platt, Eng.; Jane M. Rattray, Latin; Theodore A. Reed, Phys. Tr.; Mary O. Richey,		

TOWNSHIP HIGH SCHOOLS—Continued.

City or town (township) county.	Name of principal.	Annual salary of principal.	Other teachers.	Years in course.	Number enrolled.
Oak Park— Concluded.... (Oak Park- River Forest) Cook.	M. R. McDaniel....	.....	Hist.; Margaret G. Riggs, Com. Br.; Walter H. Sexton, Com. Br.; Mrs. Floy Shirley, French; Bertha M. Smith, Eng.; L. E. Summers, M. Tr.; D. P. Taylor, Math.; Glenn Thistlethwaite, Phys. Tr.; Lois D. Walker, Ger.; Lee M. Watson, M. Tr.; Ada L. Weckel, Ger.; Ruth Williston, Sc.; Cather- ine V. Wilson, Ger.; Laura B. Wood- ruff, Latin; Mignon G. Wright, Eng.		
Oblong..... (Oblong) Crawford.	V. I. Brown.....	\$1,200	Nell Perry, Eng., Hist.; M. S. Vance, Sc.; Maude Alverson, Latin; Glen Morgan, Math.; Rossie Kerlin, D. S.	4	1,203
Olney..... (Olney) Richland.	H. W. Hostettler... Education	2,000	F. H. Markman, Phys. Sc.; Kate Cut- ter, Latin, Geom.; Rose Grahame Fleming, Eng.; Chas. M. Van Cleve, Hist., Athletics; Alice Witcher, Alg.; J. Loel Adams, Natural Sc.; L. Glen McCormack, Ger., Physiog.; Mary B. Ball, Eng., Phys. Tr. (Girls).....	4	233
Ottawa..... (Ottawa) LaSalle.	Charles H. Kingman	2,800	W. E. Howard, Sc.; Thos. O. Moore, Math.; Myrtle E. Sparks, Latin; Amy Robinson, Ger.; John L. Hoff, Mu., Math.; Estella R. Failing, Sten.; Riva A. Bane, Art; Charlotte Caton, Alg., Phys. Culture for girls; John G. Snyder, M. Tr.; Henry Liff, Sc., Director of Athletics; Amela Bald- win, Hist.; Gertrude Becker, Eng.; Glorvina Wilson, Eng.; Emada Gris- wold, French; Isobel Clegg, House- hold Arts; Priscilla Endy, Type- writing	4	390
Palatine..... (Palatine) Cook.	Chas. E. Lowman.. Math., Chem.	1,200	Helen A. Hannan, Latin, Hist., Eng.; Eva B. Walt, Shorthand, Typewrit- ing, B. K., Phys. Geog., Eng.....	4	42
Palestine..... (Lamotte) Crawford.	D. B. Fager..... Hist., Agr., Edu.	1,500	R. A. Fraley, Sc., Mu.; Ross Nichol, Math., M. Tr., Athletics; Mildred Poor, Lang., Lit.; Paula Swarn, D. S., D. Art; Bertha Koch, Com. Br...	4	103
Pana..... (Pana) Christian.	W. E. Andrews.....	2,000	Helen Carley, Latin, Anc. Hist.; Mer- rill Dakin, Alg., Eng.; H. L. Karnes, Com. Br.; H. C. Mahler, M. Tr.; C. O. Wybladt, Hist., Econ.; H. B. Ray, Alg., Geom.; C. C. Scott, Agr.; Lula L. Steele, D. S.; Olive K. Trader, Eng., Pub. Speaking; Ada Woffenden, Ger., Eng.....	4	288
Pawnee..... (Pawnee) Sangamon.	W. B. Rose.....	1,650	Katherine Aldrich, Latin, Eng.; Elsie Gildersleeve, Cook., Sew., Sc.; Be- verly Springstun, Com. Br.; Elizabeth S. DeLay, Math., Mu., Ger.; J. W. Borgerding, Woodwork, Mech. Dr.; Jean Quinlan, Public Speaking.....	4	109
Pontiac..... (Pontiac) Livingston.	Arthur Verner..... Agr., Econ., Civics.	2,500	Margaret Power, Biol., Sc.; Paul R. Franks, Math.; Geo. Hinshaw, Gen. Sc., Chem., Phys.; Dorothy Hin- man, Latin, Ger.; Florence Bullock, Hist.; L. O. Youse, Com. Br.; Ada N. Dancey, Normal; Lora M. Henion, Eng.; Leona V. Smith, Pub. Speak- ing, Eng.; Phys. Culture; Winnie F. Sparks, Dr.; Amanda Hubbard, Peda- gogy, Eng.; P. J. Hawk, M. Tr.; Margaret Vaughn, Mu.; Marjorie D. Lyon, D. S.....	4	309
Princeton..... (Princeton) Bureau.	W. R. Spurrier.... Hist., Elem. Psych.	.....	Charlotte H. Stetson, Physiol., Biol., Physiog.; Clara V. Jones, Ger., Ver- gil; Dora B. Eddy, Arith., U. S. Hist.; Irene W. Hines, Alg., Com. Arith.; Anne E. Valentine, Eng.; Bess Park, Eng.; Blanche E. Cartwright,		

TOWNSHIP HIGH SCHOOLS—Continued.

City or town (township) county.	Name of principal.	Annual salary of principal.	Other teachers.	Years in course.	Number enrolled.
Princeton— Concluded.... (Princeton) Bureau.	W. R. Spurrier..... Hist. Elem. Psych.	.....	Household Arts; Olive N. Barton, Hist., Gram., Read.; J. T. Myers, Phys., Chem., Agr.; Mary A. Cox, Dr.; Gladys Cummings, Registrar, Li- brarian; Ruth Morse, Pub. Speaking, Mu.; Grace L. Klein, Latin; William Brown, M. Tr., Mech. Dr.; Anne E. Balkwell, Com. Br.....	4	359
Ridge Farm..... (Elwood) Vermilion.	Louis A. Tohill..... Hist., Math.	\$1,350	Allen H. Lancaster, Chem., Phys.; Pearl Bernhardt, Household Sc.; Alice Moore, Eng., Ger.; Bernice Mor- row, Mu.....	4	54
Riverside..... (Riverside- Brookfield) Cook.	T. H. Ziegler..... Civics, Econ., Com. Law.	2,000	A. F. Ames, Alg.; A. J. Walcon, Sc.; Victoria M. Freethy, Com. Br.; M. Louise Hendry, Com. Br., Anc. Hist.; Vera M. Burridge, Eng.; Cuba Can- nan, Math., Latin; Thelka Siebens, French, Ger.; Virginia Breyfogle, Mu.; Florence Griggs, Dr.; C. C. Hoack, M. Tr.; Ina Sengenberger, D. S.; Laura Borwell, Phys. Tr.; O. S. Ellis, Phys. Tr.; Georgia Holton, Librarian; J. F. Sarley, Penmanship.	4	115
Roanoke..... (Roanoke) Woodford.	S. A. Lahr..... Math., Sc.	1,260	Ethlyn B. Stowe, Hist., Math., Physiol.; Hortense E. Braden, Eng.; Mira Dixon, Ger., Mu.....	4	40
Robinson..... (Robinson) Crawford.	J. O. Marberry.....	1,900	A. English, Eng.; Ethel Sloan, Eng.; O. K. Hedden, Math.; F. S. Forman, Math.; Ruth Peirce, Hist.; P. H. Denman, Sc.; Margaret Older, Latin, Ger.; W. F. Livingston, Agr.; Lita Steel, D. S.....	4	225
Roseville..... (Roseville) Warren.	M. P. Wilkins..... Hist., Civics, Phys.	1,300	C. Louise Hunt, Eng.; Frances E. Mil- ler, Lang., Pub. Speaking; Virginia Hart, Household Sc.; Leah M. Sut- ton, Com. Br.; F. W. Foster, M. Tr., Math.; V. E. Spencer, Agr.; W. S. Bugbey, Mu.....	4	83
Savanna..... (Savanna) Carroll.	W. F. Martin..... Geom.	1,400	C. W. Thompson, Math., M. Tr.; J. R. Winslow, Phys., Chem., M. Tr.; Ade- line Smith, Teacher's Training, Eng.; Olive M. Eddy, Latin, Ger.; Altha Haviland, Biol.; Mabel Imus, Hist.; Myrtle R. Rose, Com. Br.; Lauretta Finlay, Eng., D. S.; Emily Maloney, Mu.; W. K. Layton, Alg., Eng.....	4	167
Sibley..... (Sullivan) Ford.	O. J. Thompson.... Phys., Latin, Com. Arith.	1,125	Bessie Turner, Eng., Ger., Hist.; Ruth Ernest, Agr., Geom., Sc.....	4	19
Sidell..... (Sidell) Vermilion.	V. W. McIntire..... Latin, Ger., Ped- agogy.	1,200	Nelle J. Ryan, Eng.; Freda Sidell, Hist.; George Minnie Klein, D. S., Bot., Physiog.; H. C. Stotlar, Math., Phys., Chem.....	4	90
Sparta..... (Sparta) Randolph.	St. John W. Wilton Eng., Physiol.	1,200	Jennie E. Lynn, Agr., Am. Hist.; F. S. Sanford, Phys., Chem., Gen. Sc.; W. H. Wasson, Zool., Med. & Mod. Hist., Anc. Hist.; Lyda McKelvey, Eng.; Josephine Gemmill, Eng.; Martha S. Larson, Latin, Ger.; W. J. Balgoo- yen, Plane Geom., Com. Arith.; S. A. McKelvey, Agr.; O. W. Alberson, Com. Br.....	4	245
Spring Valley..... (Hall) Bureau	E. L. Bost.....	3,500	Orville H. Holmes, Com. Br.; Anga M. Burnson, Com. Br.; Marguerite Hig- gins, Sten., Typewriting, D. Art.; Irving Munson, Hist.; Jessie V. Davis, Math.; Florence J. Lucasse, Lang.; Miss Smith, Eng., Ger.; Georgia M. Clark, Eng.; Proctor A. Nowlan, Agr.; Ashbel R. Wilson, Mech. Dr.; Avis L. Sprague, D. Art.; Mary V. Clears, Mu.; Roy W. Withrow, Sc.; Frank E. Weld, Even- ing School; M. Ethel Thomas, Asst..	4	307

TOWNSHIP HIGH SCHOOLS—Continued.

City or town (township) county.	Name of principal.	Annual salary of principal.	Other teachers.	Years in course.	Number enrolled.
Sterling..... (Sterling) Whiteside.	E. F. Austin..... Hist.	\$2,200	Kate M. Stoddard, Math., Asst. Prin.; Bertha M. Forbes, Latin; Ella F. Ells- worth, Alg.; Marie Hershey, Eng.; M. Stella Coney, Eng.; C. R. Holsinger, Sc.; C. N. Timmons, Phys., M. Tr.; Emma A. Krause, Ger.; Edna M. Neff, D. S.; C. A. Wetzel, Dr.; Ella G. Rich- ards, Mu.; Mabel Wheeler, Alg., Eng.; Hattie Echternach, Latin, Hist.....	4	325
Stockland..... (Stockland) Iroquois.	Ottis Hoskinson.....		E. W. Zeppenfeld, M. Tr.; Agr., Phys.; Margaret Franceway, Eng., Ger.; Mayme E. Brahmer, D. S., Biol. Anc. Hist.....	4	39
Streator..... (Bruce-Eagle) LaSalle	O. A. Rawlins.....	2,700	Rhoda Robins, Hist.; Ethel G. Shay, Eng.; Maude I. Smith, Eng.; Isabel White, Art, Eng.; Harriet Hartford, Eng., Hist.; G. J. Mueller, Ger., French; Alice Hagan, Latin, Mu.; Geo. E. Anspaugh, Math.; W. E. Harnish, Phys., Chem., Agr.; H. M. Bender, Biol. Sc.; A. B. Scott, Com. Br.; L. R. Fincham, M. Tr., Mech. Dr., Printing; Stella F. Perkins, Math.; Mac Kinney, D. S.....	4	390
Taylorville..... (Taylorville) Christian.	R. G. Beals.....	2,000	C. J. Baker, Sc., Math.; Wm. Bur- nett, M. Tr.; Meta Consoer, Hist., Math.; Harriet Kyle, Hist., Mu., Phys. Tr.; Lillian C. Lavinan, Ger., Eng.; Ethel L. Melvin, Latin, Art; R. B. Peterman, Com. Br.; Clara L. Randebush, Eng.; G. F. Senneff, Agr., Sc.; Margery B. Terriere, D. S.	4	305
Thebes..... (Thebes) Alexander.	Harry Wilson..... Hist., Eng.	1,250	R. D. Brunnett, Sc., Math.; Alta May Frost, Lang., Eng.....	4	34
Tiskilwa..... (Arispie- Indian-town) Bureau.	Kenneth M. Snapp. Sc., Math.	1,450	Pearl C. Kenney, Cook, Sew., Mu., Eng.; Oliver H. Shamory, Hist., M. Tr.; Agr., Com. Arith.; Lenore Ken- nedy, Latin, Ger. Hist.....	4	98
Toulon..... (Toulon) Stark.	Eugene Mendenhall	2,200	Henrietta Stillman, Prin.; Nina Mur- ray, Eng.; L. A. McKean, Agr., Sc.; Marjorie Carr, Hist., Latin; Rhoda B. Warner, Math., Ger.; Fred Griffith, Com. Br.; Inez Dustin, D. S.....	4	135
Vienna..... (Vienna) Johnson.	M. T. Van Cleve.... Geom., Physiog.	1,500	Catherine Pritchard, Lang., Alg.; T. Leo Dodd, Com. Br., M. Tr.; Mrs. S. J. Cover, Eng., Hist.; E. D. Whit- more, Sc., Agr., Phys. Culture.	4	80
Washburn..... (Cazenovia) Woodford.	L. Ada Kreider..... Math., Hist.	1,000	Guida Marie Hudson, Eng., Hist.; Eu- lalie Robinson, Ger., Latin, Hist.; Mary Felter, Sc.; Ferol Eisenhardt, Mu.	4	86
Waukegan..... (Waukegan) Lake.	Wm. C. Knoelk.....	1,400	G. A. Bowden, Sc.; I. L. Rogers, Com. Br.; Florence Brumback, Natural Sc.; C. K. Standish, Man. Arts; Ina A. Britton, Phys. Culture, Dr., Mu.; Margaret Dady, Math.; Chas. J. Jickling, Math.; O. P. McKee, Math.; Mrs. Florence Curtis, Eng.; Hannah Harris, Eng.; Bertha Warren, Eng.; Zita Murphy, Eng.; G. C. Ranne, Hist., Phys. Culture; Grace Warren, Latin; Florence Brown, Ger.; Ida A. Powell, French, Hist.; Margaret Johnston, D. Econ.; Minnie P. Higley, D. Econ., Hist.	4	395
Waverly..... (Waverly) Morgan.	L. W. Ragland..... Sc., Math.	1,600	J. R. Colbert, Math., Econ., Phys. Geog.; D. Pearl Green, Latin, Ger., Biol.; Ethel Allen, Eng.; Helen Henry, Chem., Hist., Ger., Mu.....	4	108
Waynesville..... (Waynesville) DeWitt.	Ralph Robb.....	1,000	Curtis Leaf, Math., Sc.; Mary D. Wil- son, Lang., Eng.....	4	50
Westfield..... (Westfield) Clark.	A. R. Finley..... Am. Hist., Econ., Civics, Geog., Com. Law.	1,200	A. H. Ninneman, Sc.; Olive Peterson, D. S., Eng.; Cordelia Gummers- heimer, Ger., Math.....	4	61

TOWNSHIP HIGH SCHOOLS—Concluded.

City or town (township) county.	Name of principal.	Annual salary of principal.	Other teachers.	Years in course.	Number enrolled.
Wethersfield..... (Kewanee P. O.) Henry.	Frank H. Craig..... Sc., B. K.	\$1,125	Caroline V. Ewan, Eng., Latin; Florence Neville, Geog., Hist.; C. M. Rohrabough, Math., Ger.; Marjorie Brown, D. S., Arts; Inez Hubbard, Mu.	4	86
Willow Hill..... (Willow Hill) Jasper.	V. A. Jones..... Sc.	810	Bertie Miller, Eng., Hist.; Anna Swanson, Latin, Math.	4	36

RECOGNIZED FOUR-YEAR HIGH SCHOOLS.

II—CITY AND VILLAGE HIGH SCHOOLS.

City or town and county.	Name of superintendent.	Annual salary of superintendent.	Principal.	Other high school teachers.	Number enrolled.
Albion..... Edwards.	Lee V. Matheny.... Latin, Phys.	\$1,062	M. E. Steele..... Sc., Math., Anc. Hist.	Kate McCollum, Eng., Ger.; Victoria McMahan, Com. Br., Eng., Hist.....	107
Aledo..... Mercer.	F. N. Taylor..... Math., Latin.	1,400	Oliver C. Hostetler. Sc.	Jennie McElwain, Math., Hist.; Lois Detwiler, Latin, Eng.; Flourette Hartwig, Ger., Eng.; An- nie L. Ford, Eng.; Ruth Smith, D. S.; H. K. Whit- tier, M. Tr.; Gertrude Brown, Mu.....	164
Alexis..... Warren.	J. Chas. McMillan.. Latin, Arith., Chem., Med. Hist.	1,200	J. Robert McLaughlin.... Mech. Dr., Plane Geom., Alg., Anc. Hist., Phys.	Helen Morrison, D. S., Am. Hist., Physiog., Zool.; Elizabeth Graham, Eng., Latin.....	106
Altamont.... Effingham.	Wm. Harris..... M. Tr., Sc.	1,500	Gladys Eade..... Eng., Latin.	Dora Jacobi, Ger., Math.; Rose Young, D. S., Anc. Hist.; J. G. Butler, Phys. Geog., Com. Geog., Hist., Civics, Reviews.....	72
Alton..... Madison.	R. A. Haight.....	2,900	B. C. Richardson...	C. A. Metz, Asst. Prin., Math.; Bertha Ferguson. Geom., Latin; Helen Nay- lor, Com. Br., Latin; Carolyn Wempen, Math.; Maude Gillham, Sten.; G. C. Ritcher M. Tr.; J. Genevieve Jepson, Sc., Math.; Bertha Bishop, Ger., Latin; Lewis S. Haight, Hist.; Iva Oerth, Sc.; Vinot Cartwright, Eng., Latin; Clayton Houts, Sc.; Nancy Lowry, Eng.; Lauretta Paul, Sc., Eng.; Gertrude Kelsey, Eng.; Carrie Rich, Com. Br.; Sara Hudson, Dr.; Hanna Gunderson, D. S.; Mary Maguire, Mu.....	458
Amboy..... Lee.	George N. Bradley. Sc.	1,350	Myrtle Kenney..... Latin, Ger.	Laura Robinson, Math., D. S.; Catherine Fissel, Eng., Eng. Hist.; Theodore Gates, Sc., Hist.....	110
Anna..... Union.	C. A. McGinnis.... Math., Ger.	1,275	C. A. Hasper..... Sc., Latin.	Janie Hall, Eng.; Elma M. Boyd, Com. Br.; Ella J. Sanders, Latin, Hist.; Rhea Reed, Mu.....	122
Arenzville.... Cass.	M. M. Rodenberger. Math., Phys., Hist.	1,080	Roscoe Linder..... Sc., Physiog., Physiol., Ger.	Pearl Johnson, Latin, Ger., Eng.....	38
Arthur..... Douglas.	G. E. Clendenen.... Sc., Gen. Hist., Penmanship.	1,000	W. Albert Walker.. Math., Hist.	Helen W. Grant, Eng., Latin.....	74
Ashland..... Cass.	L. M. Blair..... Sc.	1,000	Hazel Arrowsmith.. Math., Latin, Hist.	Natalie Chapman, Eng., Latin, Hist., Civics.....	49
Ashton..... Lee.	P. A. Fackler..... Math., Phys.		Lillian D. Wyatt... Eng., Physiol., Civics, Agr., U. S. Hist.	Alice O. Eddy, Latin, Ger., Anc. Hist., Mu.....	70

CITY AND VILLAGE HIGH SCHOOLS—Continued.

City or town and county.	Name of superintendent.	Annual salary of superintendent.	Principal.	Other high school teachers.	Number enrolled.
Astoria..... Fulton.	H. L. Welker..... Math.	\$1,200	C. A. Whiteside.... Hist., Sc.	Bessie L. Condee, Latin, Eng.; Mary L. Branson, Mu., Dr.....	89
Atlanta..... Logan.	C. D. Jacobs..... Sc., Hist.	1,400	Gayle H. On.....	Flora Lamp, Latin, Ger.; Louis Strickle, Eng.; Daniel Shirek, M. Tr.; Ora Miller, Household Sc.	65
Atwood..... Piatt.	A. O. Frazier..... Hist., Agr.	1,000	Mary E. Orr..... Ger., Sc., Eng.	Elizabeth Wiley, Latin, Math.....	40
Augusta..... Hancock.	A. E. Decker..... Math., Civics.	1,170	Mabel Garwood.... Eng.	Grace Nebold, Sc., Agr.; Jean Booker, Latin, Hist.	97
Aurora..... (East) Kane.	C. M. Bardwell....	3,450	K. D. Waldo.....	Celia M. Briggs, Geom.; Esther Roesch, Math.; Al- thea Mae Ricker, Com. Br.; Lucile Heskett, Latin; Bessie Shackell, Latin; Lilia Garms, Ger.; Clara Kieselbach, Ger.; Clarence Orr, Hist.; Mar- tin Shale, Hist.; Sherman Perry, Com. Br.; Jessie Caldwell, Sten.; Veronica O'Neil, Typewriting, Pen- manship; Ella Schmitt, Eng.; Frances Roberts, Eng.; Ruth Porter, Eng.; Mollie Reid, Eng.; Elda Riggert, Eng.; R. E. Davis, Gen. Sc., Biol.; W. M. Wade, Phys., Chem.; Helen Fairfield, Sew.; A. C. Bloodgood, M. Tr.; Howard Mann, Mech. Dr.; Eliza- beth Baines, D. S.; Mar- garet Pouk, Mu.; Ruth Up- ham, Dr.; Leila D. Harris, Phys. Culture; Walter H. Gunn, Phys. Culture; Anne Mack, Alg.	531
Aurora..... (West) Kane.	S. K. McDowell....	2,700	Kenneth C. Merrick	Lucia Goodwin, Math.; Grace Freeman, Hist.; Elizabeth Augustine, Latin; Lucy H. Johnson, Com. Br., Alg.; Alice A. Show, Eng.; Agnes MacDonald, Eng.; Wm. C. Westphal, Ger.; John D. Fletcher, Sc.; J. L. Hadley, Com. Br.; Samuel R. Stauf- fer, Eng.; Dorothy Glover, Art.; Geo. A. James, M. Tr.; George Rausch, M. Tr.; Myra Parke, D. S.; Mrs. Grace Wheelock, Mu.; Ruth Robertson, Hist.; Helen Fra- zier, Sc., Math.; Jessie Dunlap, Phys. Tr.; Mary A. Todd, Dr.....	361
Averyville.... (P. O. Peoria) Peoria.	Harry E. Iler..... Mech. Dr., Wood- work, Phys., Bot., Zool.	1,800	Hazel Broad..... Eng.; Latin.	Anna Bibb, Math., Ger., Cook, Sew.; Irene Bailey, Hist., Alg., Eng.....	61
Avon..... Fulton.	A. E. Hubbard..... Bot., Zool., Phys., Agr., Sc.	1,350	Alice Felt..... Hist., Math.	Ella Seegenberger, Eng., Physiog.; Effie D. Fennes- sey, M. Tr., Dr., Com. Arith.; Ruth L. Barber, Eng., Latin, Mu.....	70
Barrington... Cook.	Erman S. Smith.... Phys.	1,500	Mabel C. Gardiner. Eng., Latin.	Jessie Springshead, Math., Hist.; L. Z. Lerando, Hist., Geom.; Ruth Gordon, Zool., Bot.....	66
Barry..... Pike.	Vail Cordell..... Agr., Phys.	\$1,300	E. Ruth Tipple..... Eng., Latin.....	Grace V. Strubinger, Math.; Celia Hatch, Hist.; Cella Green, Sc.	121

CITY AND VILLAGE HIGH SCHOOLS.

City or town and county.	Name of superintendent.	Annual salary of superintendent.	Principal.	Other high school teachers.	Number enrolled.
Batavia..... Kane.	H. A. Bone..... Sch. Management, Vocational Guidance.	\$2,200	A. A. Rea..... Math.	J. K. Fancher, Sc.; H. J. Morton, Business Eng., Com. Arith., Salesmanship, Eng.; Margaret Marshall, Penmanship, Spelling, Sten., Typewriting; Mary Burke, Social Sc.; Esther Lind, Eng.; Paul E. Winchell, Mech. Dr., M. Tr.; Ethel Merrifield, Hist., Eng.; Clara F. Drath, Ger., Latin; Louise Woodruff, Mu.; Elizabeth Rome, D. S.....	210
Beardstown.. Cass.	H. G. Russell.....	2,100	Mrs. H. G. Russell. Eng.	Elva J. Saunders, Hist., Eng.; Ethel Rose, Latin; Mabel Hess, Ger.; Ethel Shore, Sc.; Bessie Smith, Math.; LeRoy Hedgecock, Phys., Chem.; W. H. Drake, Com. Br.; Emma Yeck, M. Tr., D. Art.; Mrs. W. G. Smith, Mu...	241
Belvidere..... Boone.	Lewis A. Reisner...	2,400	John E. Alman..... Am. Hist.	J. Frances Graves, Ger.; Mabel E. Gilchrist, Eng.; Isabel Vandervort, Eng. Hist.; Blanche Chewing, Eng.; Helen Wells, Alg.; Flora Fellows, Geom.; Margaret Harvey, Latin; Martha Lindquist, Sc.; Josephine Wagner, Alg., Hist.; Harry L. Cole, Chem., Agr.; Parker E. Noll, Phys., Hist., Athletics; Louise Lawrence, Com. Br.; M. L. Heitter, M. Tr., Mech. Dr.; Lila Lewis, Art; Marjorie Keeley, Mu.....	330
Bement..... Piatt.	Otto S. Weedman.. Math.	1,300	Lottie B. Cook.... Eng., Hist.	Hazel W. Bowlus, Latin, Ger.; Ira J. Jenks, Sc.; Clara Renfrew, Mu.....	92
Blandinsville. McDonough Bloomington. McLean.	J. S. Griffin..... Latin, Hist. J. K. Stableton....	3,500	Elza Farris..... Math, Sc. W. Wallis.....	Carola L. Schultz, Eng., Ger. Harley N. Pearce, Phys. Sc.; Grace Inman, Eng.; Julia Holder, B. K.; Cora M. Pryor, Shorthand; Sylvia Dolen, Typewriting; Grace Parker, Latin; Homer A. Arnold, Hist.; Frank W. Phillips, Biol. Sc.; Ross Winship, M. Tr., Shop Work; Harriet Anderson, Math.; Lorah Monroe, Math.; Evans S. Kern, Agr.; Niel F. Beardsley, Phys. Sc.; Etta Schafer, Latin, Hist., Emily Chichester, Math.; James E. Thompson, Eng.; Gustav Arlt, Ger.; Hiram K. Loomis, Math.; Eva Mitchell, Eng.; Earl W. McClure, Sc., Athletics; Robt. L. Rhoades, Hist.; Constance Loar, Eng.; Ruth Telfer, D. Art; Mabelle Glenn, Mu.; Eva A. Wagner, Art, Design; Alice R. Treganza, D. S.....	83
Bowen..... Hancock.	Albert A. Holmes.. Geom., Alg., Eng., Am. Hist. Eng. Hist.	935	A. Leland McArthur Latin, Ger., Eng.	Herschell Mitchell, Phys. Geog., Bot., Zool., Physiol., Phys.....	652 66

CITY AND VILLAGE HIGH SCHOOLS—Continued.

City or town and county.	Name of superintendent.	Annual salary of superintendent.	Principal.	Other high school teachers.	Number enrolled.
Bradford..... Stark.	F. W. Dunlap..... Latin, Gram., Math.	\$1,350	Mrs. Lillian Deming Hist., Eng.	Dorothy Ward, Bot., Zool., Physiol., D. S.; Margaret Mills, Phys., Math.; Loretta Jackson, Eng., Dr.; Geo. E. Dillon, Agr., Math.	81
Buda..... Bureau.	T. F. McLamarrah. Sc., Hist., M. Tr.	1,300	Edith Baldwin.... Hist., Lang., Alg.	Maude Stevenson, Eng., Geom.	52
Bunker Hill.. Macoupin.	Henry Heyer..... Math., Phys., M. Tr.	935	Mabel Bare..... Eng., Latin.....	Maria F. Hazle, Hist., Sc., Math. ....	.....
Bushnell..... McDonough	T. W. Everitt.....	1,500	Beulah Harvey..... Math., Am. Hist.	Isabel Hoover, Eng.; Paul Benjamin, Sc., Athletics; Vera Largent, Latin, Hist.; Jennie Clem, Com. Br....	116
Byron..... Ogle.	H. V. Lynn..... Math., Phys., M. Tr.	1,400	.....	Marjorie Hull, Sc., Hist., Civics; Vera Gifford, Eng., Latin, Hist.....	69
Cairo..... Alexander.	T. C. Clendenen....	2,600	Geo. A. Peterson... Hist.	Margaret Miller, Eng.; Eleanor Gassaway, Eng.; D. H. Johnson, Hist.; W. A. Ryan, M. Tr.; Mary Butler, D. S.; Caleb Morgan, Sc.; F. L. Phillips, Com. Br.; Beryldine Sullards, Com. Br.; Carrie Rule, Dr.; Mrs. Laura Miller, Mu.; Nila Robinson, Latin, Ger.; Orma Ellington, Math.....	247
Cairo (Col)... Alexander.	.....	.....	John C. Lewis..... Math., Sc.	D. A. Forbes, Eng., Ger., Latin; E. C. Hamilton, M. Tr., Hist.; C. O. Lewis, D. S.; L. P. Bates, Asst. in Eng., Hist.....	107
Cambridge... Henry.	H. M. Hinkle..... B. K., Bot., Zool.	1,250	A. F. Kirkland..... M. Tr., Math.	Jennie Swanson, Eng., European Hist., Am. Hist., Civics, Com. Geog., Reviews, Phys. Geography, Physiol.; Evelyn L. Kletzing, Eng., Latin; Elizabeth Fuller, Mu.....	70
Camp Point.. Adams.	Jesse D. Knight.... Math., Econ.	1,200	Verona Rockwell... Sc., Eng.	Ono Wolters, Eng., Phys.; Ruth R. Norton, Latin, Ger.; J. G. Hostetter, M. Tr.; Mrs. C. Guthrie, Mu.	96
Canton..... Fulton.	G. W. Gayler.....	2,300	V. G. Heller.....	Buford Butcher, Sc.; Lewis Buthod, B. K.; Clara Donn, Latin; Katherine Elliott, Eng.; Harold Franklin, Hist.; Ruth Freeman, Eng.; Myrtice Marshall, Math.; H. R. Johnson, Sten.; L. B. King, M. Tr., Draft; Mrs. A. B. Leaman, D. S., D. Art.; Margaret Schwitty, Ger.; Ethel Rhodes, Mu.; Mabel Lease, Penmanship; Cornelia Slater, D. S., D. Art.; Ethan Snively, Eng., Pub. Speaking; Helen Walker, Math.; Katherine Wolff, H. S., Geog.; Mr. Curtis, Phys. Tr. (Boys); Mary V. Owens, Phys. Tr. (Girls).....	381
Carlville... Macoupin.	H. T. White..... Chem., Phys.	1,600	Margaret Hubbard.. Latin.	Margaret Murphy, Math.; Eva Hoehn, Biol., Ger.; Marie Updike, Hist.; Ara Large, Eng.....	152

CITY AND VILLAGE HIGH SCHOOLS—Continued.

City or town and county.	Name of superintendent.	Annual salary of superintendent.	Principal.	Other high school teachers.	Number enrolled.
Carlyle..... Clinton.	M. N. Todd..... Eng., Pedagogy.	\$1,575	Mema A. Maxey.... Latin, Alg.	Alger Pearson, Sc., Math.; Emma Barkley, Eng., Hist.; Claude Wilcox, Civics, Sc.; Jessie M. Bunten, Mu., Dr.....	112
Carrollton... Greene.	Edwin A. Doolittle. Hist., Civics.	1,350	David M. Crist..... Sc.	Emma Mae Leonhard, Latin, Ger.; Elsie Wetzel, Math.; Roberta L. Davis, Eng.; Vance Hood, Phys. Geog. Mech, Dr., Man. Tr.; Car- rie B. Brown, Eng., Alg., Eng. Hist.; Louise Camp- bell, D. S.....	166
Cartersville... William- son.	L. A. Schafer..... Business Law, Econ.	1,350	R. M. Russell..... Sc., Math.	E. R. Grips, Latin, Math.; Mary Pfeil, Eng., Hist...	97
Carthage..... Hancock.	D. H. Wells..... Eng.	1,600	E. G. Marshall..... Sc.	L. L. Minor, Agr.; Jose- phine Simmons, Eng.; Ida J. Helfrich, Hist., Ger.; Marguerite Geiger, Math.; Lucile Rand, Latin; Mary B. Newcomer, Hist., Eng.; June Sympson, Mu.....	177
Casey..... Clark.	W. G. Thompson... Latin.	1,200	J. C. Pollard..... Sc., Ger.	Florence Hildebrand, Eng.; Margaret Mehlhop, Math., Hist.	110
Catlin..... Vermilion.	Geo. H. Wells..... Math., Phys.	1,100	Ethel Ewert..... Eng., Ger., Latin.	Bertha Peterson, Hist., Sc., Latin	60
Champaign... Champaign.	W. W. Earnest.....	2,500	Lottie Switzer.....	Minnie E. Morris, Eng.; E. L. Milne, Math.; M. E. Stinson, Math.; C. S. Kid- der, Math.; W. N. Bongel- ite, Ger.; Vera Turell, Eng.; W. L. Bennett, Eng.; Earl Ross, Eng.; Mary Barry, Eng.; E. F. Hanes, Hist., Eng.; Eva M. McKinnie, Latin; F. L. C. Campbell, Latin, Hist.; Byne Goodman, Hist.; R. P. Zimmerman, Ger.; Bertha Jones, Ger.; Charles Gooding, Chem.; R. A. Burtnett, Phys.; P. M. Smith, Agr., Physiog.; Matilda Voss, Household Sc.; Bess Noul, House- hold Art, A. F. Krueger, M. Tr.; Beulah Selsam, Com. Br.; J. G. Eppinger, Com. Br.; Amelia Dener- veth, Mu.; Emma Breit- stadt, Phys. Tr.; W. B. Barker, Swimming; Mrs. O. Manley, Swimming...	624
Chapin..... Morgan.	Harris M. Robertson	1,035		Elizabeth Struck, Latin, Eng.; E. Pearl Wild, Hist., Agr.; Mary S. Black, Dom. Sci.....	
Charleston... Coles.	DeWitt Elwood....	2,000	Lester R. McCarty.. Chem., Hist.	Lena Foreman, Math.; Mrs. Fannie H. Mitchell, Latin, Hist.; Emily Orcutt, Eng.; Mrs. H. P. Cofer, Eng., Econ.; Hanford Tiffany, Sc.; Heber O. Taylor, M. Tr.; Grace Cavins, D. S.; Frances Hughes, Mu., Art.	156
Chatham..... Sangamon.	G. P. Chapman..... Math., Sc.	1,250	.....	Helen L. Parker, Eng., Eng. Hist., Phys. Geog., Physiol.; Lorine Surman, Ger., Latin, Hist., Civics.	70
Chatsworth.. Livingston.	L. C. Smith..... Sc., M. Tr.	1,200	Lyddia E. Klamme.. Latin, Math.	Lois E. Ross Hist., Eng.; L. C. Smith, Sew.....	32

CITY AND VILLAGE HIGH SCHOOLS—Continued.

City or town and county.	Name of superintendent.	Annual salary of superintendent.	Principal.	Other high school teachers.	Number enrolled.
Chenoo..... McLean.	A. B. Hiatt..... Math., Phys.	\$ 1,300	Maude Fairfield.... Latin, Ger.	Ruth Cornwell, Eng., Com. Br.; Mary Prestley, Sc., Hist., Sew.	60
Chester..... Randolph.	S. E. Reecher..... Alg., Zool.	1,500	E. R. Sayre..... Sc., Hist.	Minnie F. Adams, Eng., Hist.; Esther Schroeder, Latin, Ger.....	78
Chicago..... Austin H. S., Cook.	John D. Shoop.....	10,000	Geo. H. Rockwood.	Mme. L. E. Ashleman, French; Geo. E. Ashley, Mech. Dr.; Albert H. Beaver, Com. Br.; Sophie Chenoweth, Mech. Dr.; Anna Church, Sten., Type- writing; May Estelle Cook, Eng.; Flora A. Crouch, Hist.; John Cro- well, Business Eng.; David F. Davis, Hist.; Eula W. Deaton, (Dean) Eng.; Mary L. Devereaux, Alg.; Edith J. Dudgeon, Freehand Dr.; Nancy G. Gladish, Sew.; Vera H. Hale, Eng.; R. Louise Hanna, Household Sc.; Julia Herrick, Latin; Harry D. Humiston, Math.; John H. Kimmons, Phys.; Mattie E. Lough, Math.; Sue U. Maher, Sten., Typewriting; Herbert J. McEuen, M. Tr.; Martha M. Merz, Physiol.; Arthur C. Miller, Bot., Physiol.; Theodore Nelson, Latin; Andrew Nichols, Business Arith., Com. Geog.; Catherine E. Noonan, Phys. Culture; Helen M. Richards, Math.; Harold C. Ritter, B. K.; Louise A. Roberts, Math.; James H. Smith, Physiol.; Lillian D. Smith, Eng.; George W. Steffens, Phys. Culture; Mary F. Swan, Eng.; George Sype, Chem.; Henry G. Vorsheim, Ger.; Florence M. Walker, Eng.; Frances B. Wells, Eng.; Nellie E. Wilcox, Ger.; William T. Wilson, Zool.; Harry S. DeVelde, Physiol.; J. Lee Roth, Mu.; Ruth M. Heath, Extra Teacher	1,420
Chicago..... J. H. Bowen H. S. Cook.			Charles J. Parker.. Civics.	Anna O. Anderson, Business Arith., Business Eng.; Grace J. Baird, Bot., Physiol.; Margaret F. Babcock, Sten.; Beulah Berolzheimer, Eng.; Celia Campbell, Mu.; Cora Clay- ton, Freehand Dr.; Wm. H. Collins, Mech. Dr.; Jas. P. Cunningham, Mech. Dr., Forge; Elizabeth Dunn, Eng.; Louise L. Gutknecht, Ger., French; Louise K. Hagen, Phys. Culture; Irene Hastings, Math.; Anna Henry, Math.; Helen Hitchcock, Latin, Eng.; Carrie A. Hughes, Sew.; Isabelle Kelley, Eng.	

CITY AND VILLAGE HIGH SCHOOLS—Continued.

City or town and county.	Name of superintendent.	Annual salary of superintendent.	Principal.	Other high school teachers.	Number enrolled.
Chicago—Con. J. H. Bowen H. S. Cook.			Charles J. Parker.. Civics.	Bruno Kluge, Phys. Cult. Physiol.; Mary C. Lewis, Latin; Helen A. Loomis, Zool., Physiol.; Geo. M. Lynne, Foundry, Mach. Shop; Grace B. Marsh, Eng.; Mary E. Moore, Chem., D. S.; Ella M. Ottaway, Freehand Dr.; Frederick E. Price, Woodwork; Edith L. Rassweiler, Sten.; Alice M. Ryan, Sten.; Elizabeth Smith, Eng., Com. Geog.; Agnes R. Snitzer, Ger.; Mabel Sykes, Math.; Marion Sykes, Physiog.; Francis M. Tunny, B. K.; Chas. M. Turton, Phys.; Emma L. Wells, Hist.; Mildred Wheelock, Math.; Frances C. Zurawski, Eng.....	1,045
Chicago..... Calumet H. S. Cook.			Grant Beebe.....	John D. Hullinger, Phys.; Victoria A. Adams, Hist.; William W. Bell, Eng.; Arthur Booth, Mech. Dr.; Lillian Chapin, Phys. Sc.; Catherine T. Duffy, Com. Br.; Charlotte R. Dutton, Eng.; Edwin S. Galusha, Com. Br.; Alice M. Hogge, Math.; Nell E. L. Jackson, Biol.; Rosanna M. Kiersted, Art; Alice M. McKinley, Latin; Wm. Seabrook, M. Tr.; Blanche Simmons, French, Ger.; Eliza C. Squier, Ger.; Helen H. Hibler, D. S.; Bertha La Coste, Com. Br.; Robert J. Burger, Phys. Education; Mabelle E. Todd, Phys. Education; Wm. Appadoc, Mu.....	487
Chicago..... Crane Technical H. S. Cook.			William J. Bartholf	Benedict Papot, Asst. Prin.; Kathryn Aschenbrenner, Math.; Wm. J. Baumrucker, Mech. Dr.; Wm. A. Boyle, Machine Shop; Loretta Brady, Lang.; Clyde H. Cass, Elec. Shop; Arthur W. Chase, Mech. Dr.; Nora Clark, Physiog.; Chas. A. Cohan, Mech. Dr.; Abram Conrad, College Biol.; William E. Davis, Phys.; Elroy A. Dillon, Mech. Dr.; Henry R. Dohren, Math., Dr.; Willard W. Ermeling, Mech. Dr.; J. Albert Foberg, College Math.; Minnie C. Frost, Bot.; Mary Garrity, Eng.; John E. Groves, Math.; Louis Hannan, Mu.; Richard E. Hartenberg, Ger.; Warren C. Hawthorne, Phys.; Alex. B. Hay, M. Tr.; William Helme, Eng.; Geo. C. Heritage, Math.; Howard Hoffacker, Mech. Dr.; Tracy Holmes, Zool.; William L. Igen, Forge; Charles S. Irons, M. Tr.; Nettie L.	

CITY AND VILLAGE HIGH SCHOOLS--Continued.

City or town and county.	Name of superintendent.	Annual salary of superintendent.	Principal.	Other high school teachers.	Number enrolled.
Chicago--Con. Crane Technical H. S. Cook.			William J. Bartholf	Jones, Math.; Arthur R. Kinney, M. Tr.; Leo Robert Kling, M. Tr.; Chas. S. Knapp, Phys. Tr.; Campbell Mathie, Machine Shop; David E. McCracken, Math.; Wilton W. Messenger, M. Tr.; M. I. Meyer, Chem.; Wm. X. Meyer, Phys. Tr.; Herbert Miller, Eng.; J. C. Miller, Elec. Shop; J. Howard Moore, Ethics; Fred R. Nichols, Phys.; John S. Nicoll, M. Tr.; Geo. W. Oldfather, Math.; Olava Karine Olsen, Eng.; Mary Paarlberg, Eng.; Josef F. Patet, French; William A. Pease, Hist.; Hans Petersen, Eng.; Dora Pietsch, Ger.; Jas. C. Piety, Math.; Rich. S. Pilkington, M. Tr.; Oscar Quick, Chem.; Samuel T. Ritchie, M. Tr.; John F. Stacey, Freehand Dr.; Freeland G. Stecker, Eng.; Chas. S. Stewart, Eng.; Mary Ellen Tayler, Bot.; Mabel L. Tillson, Eng.; Travis S. Turbett, Bot.; Enoch M. Vognild, Mech. Dr.; Wm. Waterstradt, M. Tr.; William M. Whigam, Physiol.; Jos. G. Weidder, Physiol.; James G. Winchell, M. Tr.; Cassius M. Wirick, Chem.; Catherine T. Duffy, Extra Teacher...	1,600
Chicago..... Christian Fenger H. S. Cook.			Thos. C. Hill..... Latin.	Ida H. Bevan, Business Eng.; Elizabeth Campbell, Business Eng.; Frank A. Houghton, B. K., Alg., Physiol.; Frederick Juchhoff, Typewriting, Sten., Pen.; Grace B. Lincoln, Physiol., Physiog., Business Arith.; Donald McQueen, Econ., Alg., Med. Hist., Anc. Hist., Business Arith.; Effie W. Nutler, Sten., Typewriting; Ellsworth E. Piper, Mech. Dr.; Lois E. Prentiss, Ger.; Harriett Sayers, Eng.; Alto Schenk, Geom., Arith., Phys.; Helen M. See, Physiol., Textiles, Household Sc.; Earl E. Sherff, Latin, Bot., Zool.; Althea V. Stebbins, Alg., Geom.; Sarah J. Thomas, Eng.; Bessie H. Thrall, Dr., Eng.; John A. Toomey, M. Tr., Business Arith.; Clara E. Trimble, Am. Hist., B. K., Physiol., Anc. Hist.; Ferdinand J. Zipf, Geom., Chem.; Henry F. Pearson, Gym., Physiol.; Anna Shanewise, Typewriting, Gym.; Wm. Apmadoc, Mu.	701
Chicago..... Englewood H. S. Cook.			James E. Armstrong	Harry Keeler, Asst. Prin.; Walter Ahrens, Electricity; Clara Allen, Sten.; Josephine Allin, French; Albert	

CITY AND VILLAGE HIGH SCHOOLS—Continued.

City or town and county.	Name of superintendent.	Annual salary of superintendent.	Principal.	Other high school teachers.	Number enrolled.
Chicago—Con- Engle- wood, H. S. Cook.			Jas. E. Armstrong..	Barradell, Math.; Harry Bauer, Agr.; Richard Beardsley, Math.; Maria Beatty, Eng.; Arthur Bell, B. K.; Margaret Bell, Phys. Education; William Bowlin, Eng.; Hazel Brodbeck, Bot.; Beatrice Cannon, Dr.; Mary Courtenay, Eng.; Mariette Crane, Eng.; Mary Cummins, Sten.; Agnes Dandliker, Dr.; Jessie Davison, Math.; Viola Deratt, Eng.; Carrie E. Dracass, Span.; Eva Durbin, Hist.; Sarah Evans, Dr.; Sarah Farley, Sten., Latin; Kenneth Fitch, Sc.; Violette Good, German; Jasper Hassler, Math.; Oscar Heath, Eng.; Edward Howe, Sc.; Stella Hubbell, Household Art; Emma James, Sten.; Eleanor Jones, Eng.; Fanny King, Hist.; Frederic Lucas, Sc.; Edward Manley, Pol. Sc.; Florence B. Manley, Latin; Catherine McCaskey, Sten.; Frank McClelland, Math.; Walter S. McGee, Math.; Jane O. McGinnis, Lang.; Winfield McKinney, B. K.; Grace Mills, Math.; Archibald Paterson, Eng.; Frank Pecival, Phys. Education; Rosemary Quinn, French; Agnes Rogers, Latin; May Rogers, Hist.; Marcella Riley, Mu.; Albert Smith, Chem.; Lillian Smith, Sc.; Mabelle St. Clair, Ger.; Alda Stephens, Eng.; Anna Stockbridge, H. H. Arts.; Clara Taylor, Eng.; Lillian Thompson, Hist.; Neil Thomson, M. Tr.; Willis Tower, Phys.; Elizabeth Troeger, Art; Adeline R. White, Sc.; Augusta Wines, Swedish; Stanley Wolfrum, Mech. Dr.; Robert Zika, Sc.	1,879
Chicago. Flower Tech- nical H. S. Cook.			Dora Wells.....	Willard Clute, Biol., Gen. Sc., Math.; Johanna Christiansen, Eng., Ger.; E. F. Downey, Phys., Chem., Math.; Maude O. Post, Eng., Hist., French; M. Teresa Armitage, Mu., Physiol.; Nellie L. Fallon, Prevocational; Marguerite Calkins, Art; Mary E. Fuller, Household Arts; Grace E. Moore, Household Sc.; Elsie G. Page, Household Arts; Helen M. Sabin, Household Sc.; Erma Kellogg, Extra Teacher and Prevocational	271
Chicago..... Harrison Tech- nical H. S. Cook.			Frank L. Morse....	Frank A. Fucik, Asst. Prin., Mech. Dr.; Harry W. Abbott, Woodwork; Woodruff Almlof, Mech. Dr.; Beatrice Barnard, Free	

CITY AND VILLAGE HIGH SCHOOLS—Continued.

City or town and county.	Name of superintendent.	Annual salary of superintendent.	Principal.	Other high school teachers.	Number enrolled.
Chicago—Con. Harrison Tech. H. S.,			Frank L. Morse....	hand Dr.; Louise P. Beck, Sew., Millinery; Virginia C. Bell, Physiol., Com. Geog.; Fern V. Booth, Prevocational; William T. Born, Prevocational, M. Tr.; Anna Josephine Britt, Prevoc.; Hugh E. Brown, Math., Phys.; Vera C. Cameron, Phys. Edu.; Gertrude L. Clayton, Designing, Art; Samuel J. A. Connor, Math., Eng.; Helen J. Curley, Prevoc.; Roy F. Davis, Phys.; Leon DeHoff, Math.; Fred S. Doak, Com. Br.; Harry A. Dornbos, Woodwork; Elsie F. Du-Bien, Eng.; Ida M. Edwards, Sten.; Frederic B. Emery, Chem.; Einer H. Enander, Mech. Dr.; Mary A. Gavin, Sten.; Helen V. Gibson, Eng.; Earl R. Glenn, Physiol.; Charles A. Gunderson, Math., Physiol.; Walter R. Hepner, Physiol.; Rae L. Horning, Com. Br.; Clinton L. Huffman, B. K.; Frances P. Keating, Latin; Katherine J. Kiely, Prevoc.; George F. Knockenmuss, Phys. Ed.; Leona E. Koehne, Physiog.; Archibald E. Layman, Business Eng.; John MacLean, B. K.; John H. McClellan, Business Arith.; James R. Meek, Eng.; Marinda W. Miller, Dean, Hist.; William A. Miller, Com. Br.; Jaroslav V. Nigren, Bohemian; Claire O'Hair, Eng.; Winifred Ollom, Com. Br.; John O. Pyle, Math.; Louis J. Rissling, Foundry; Frances J. Ross, Phys. Edu.; Leroy P. Samse, Phys. Edu.; Ellen M. Scherbarth, Com. Br.; George A. Schubert, Prevoc., M. Tr.; Winnifred V. Skinner, Extra Teacher; W. Thornton S m a l l w o o d, Biol.; Ada B. Smith, Business Arith., Business Eng.; Annie K. Stock, Ger.; John Stritesky, Machine Shop; Harry W. Temple, Woodwork; Carrie Thomas, Prevoc.; Caroline M. Towles, Eng.; Florence A. Tyley, Eng., Latin; James C. Whitney, Foundry; John C. Wiggs, Com. Br.; Olice Winter, Math.; Helen K. Youngman, D. S.; Celia Campbell, Dr., Mu.....	
Chicago..... Hyde Park H. S. Cook.			Hiram B. Loomis.. Civics.	Irene F. C. O'Brien, Extra Teacher; Chas. H. Smith, Asst. Prin., Phys.; Arthur L. Penhallow, Asst. Prin., Econ., Latin; Anna Anderson, Physiol., Math.; Florence E. Bigelow, Dr.;	1,960

CITY AND VILLAGE HIGH SCHOOLS—Continued.

City or town and county.	Name of superintendent.	Annual salary of superintendent.	Principal.	Other high school teachers.	Number enrolled.
Chicago—Con. Hyde Park H. S. Cook.			Hiram B. Loomis.. Civics.	Rubetta W. Biggs, Eng.; Grace I. Bridge, Latin; Doris Butts, Phys. Cul- ture; Bernard W. Broek, Hist.; Gretta Brown, Eng.; Elizabeth Buchanan, Eng.; John R. Byland, B. K.; Iva Campbell, Cook.; Jose- phine M. Casavan, Com. Law, Eng.; Elisabeth T. Coolidge, Eng.; Henrietta M. Coone, Eng., Math.; Carl Cobilli, Phys. Cul- ture; Mary E. Coppersmith, Eng.; Louis O. Curtis, Woodworking; Clare Darst, Hist.; Gertrude D. Dinger, Latin; Bertha des O. Favard, French; Pearl Franklin, Ger.; Christine Fuchs, Bot.; Thomas H. Furlong, Physiol.; Vera Gardiner, Phys. Culture; Helen S. Gilbert, Crafts; Theodore L. Harley, Phys.; Mary B. Herrick, Eng.; Bertha F. Herring, Oral Expression; Anne B. Hers- man, Latin, Hist.; Herschel V. Hibbard, Geol., Phys- iog.; Howard N. Howland, Chem., Electricity; Grace E. Jackson, Latin; Clara E. Karls, Dr.; Eloise Kel- logg, Math., Physiol.; Catherine Kelly, Eng.; Jacob M. Kinney, Math.; Aaron Kline, Chem.; Hil- dur C. W. Lindquist, Math.; Francis X. Mc- Guane, Math.; Mary M. McIntosh, Eng.; Orion M. Miller, Math.; Joseph F. Morese, Astron., Hist.; Malvina Niederman, B. K.; Mary H. O'Brien, Eng.; Eda D. Ohrenstein, Ger.; Ella M. Ottaway, Dr.; Mabel L. Parker, Eng.; Alexander M. Patterson, Mach. Shop; Frances Perlstein, Sten.; Paul Pier- son, Physiol., Phys.; Thomas C. Pollock, Foun- dry, Forge; Ethel J. Ras- weiler, Sten.; William W. Riddell, Dr.; Oscar E. Robinson, Mu.; Anne B. Royston, Eng., Com. Geog.; Ernst Schmidhover, Phys. Culture; Louis M. Sears, Eng.; Jennie S. Shipman, French, Latin; Beulah I. Shoismith, Math.; Agnes A. Smith, Eng.; Bertha E. Spink, Dr.; Agnes E. Stuart, Dean, Latin, Greek; Don D. Sturgis, French, Span.; Julia F. Tear, Sew.; Jane C. Tunwell, Eng.; Caroline M. Watson, Physiog.; Worrallo Whitney, Bot.; Hulda Witte, Ger.; Mar- garet C. Young, Zool.; Mary E. Zurawski, Hist...	2,224

CITY AND VILLAGE HIGH SCHOOLS—Continued.

City or town and county.	Name of superintendent.	Annual salary of superintendent.	Principal.	Other high school teachers.	Number enrolled.
Chicago—Con. Lake View H. S. Cook.			B. Frank Brown...	Mary I. Reynolds, Eng.; Elva L. Abbott, Sten.; Lucie W. Allen, Math.; Georgie Angell, Hist.; Arch. W. Allison, Math.; Frances B. Bliss, Ger.; Edward J. Bowen, M. Tr.; Lewis M. Carpenter, Eng.; Janet L. Crosbie, Ger.; Margaret W. Dean, Eng.; Caroline T. Eckstorm, Dr.; Chloe M. Foster, Math.; Emil Groener, Gym.; Wm. A. Hadley, B. K.; Irene R. Kearns, Sten.; Chas. E. Linebarger, Sc.; Rose Mul- lary, Sc.; Anna T. North- way (Dean), Eng.; Laura H. Norton, French; Car- olyn P. Olmstead, Latin; Mary F. O'Malley, Eng.; Eunice B. Peter, Eng.; Herman Pepoon, Sc.; Stacy Philbrick, Dr.; Emily Purer, Sten.; Max Schmid- hofer, Sc.; Joseph Sheffield, Latin; Helen Sheldon, Eng.; Dora G. Smith, Mu.; Herbert Smith, Chem.; Margaret Snodgrass, Eng.; Emo S. Puddick, Com. Geog.; Lenore Suder, Gym.; Carl Sundstrom, Mod. Lang.; Chas. Taylor, Hist.; Lydia Trowbridge, Eng.; Calvin Walton, Sc.; Adelaide Wetzler, Eng.; Ethel Wilkinson, Latin; Rita E. Rigney, Extra Teacher.....	1,451
Chicago..... Lane Tech- nical H. S. Cook.			Wm. J. Bogan.....	Frank P. Sullivan, Asst. Prin.; Fred R. Anderson, Printing; John Anderson, Printing; Dora Atkinson, Eng.; Albert G. Bauers- feld, Pattern Making; Claude D. Bowman, Elec- trical Construction; Benj. F. Bullard, Hist., Civics; J. Elmer Cable, Chem.; Carl A. Carlson, Dr.; Frank C. Cowan, Physiol.; James A. Craig, Wood- work; Geo. A. Davis, Found- ry; Roscoe E. Davis, Chem.; Edward C. Dela- porte, Phys. Education; Harry E. Dornblaser, Eng.; Thos. R. Ernest, Math.; Raymond C. Faubell, Dr.; Rose G. Friedman, Math.; Christopher F. Friese, Mach. Shop; Harry E. Frost, Physiol.; Ralph D. Garrette, Chem.; Helena Gavin, Eng.; Herbert J. Green, Dr.; George G. Green, Dr.; Herman Han- stein, Dr.; L. E. Hayn, Phys. Education; Frank C. Hester, Math.; Carl A. Hoffman, Machine Shop; L. Grace Huff, Math.; Ar- thur W. James, Ger.; Ethel Jaynes, Math.; Wal- ter E. Johnson, Latin;	

CITY AND VILLAGE HIGH SCHOOLS—Continued.

City or town and county.	Name of superintendent.	Annual salary of superintendent.	Principal.	Other high school teachers.	Number enrolled.
Chicago—Con- Lane Tech- nical H. S. Cook.			Wm. J. Bogan.....	Dennis W. Kelley, Wood- work; Earl J. Kelsey, Math.; John J. McCarthy, Hist.; Anna M. McDon- ald, Math.; John O'Neill, Forge; Lydia C. Pagel, Freehand Dr.; Rufus L. Park, Freehand Dr.; Geo. B. Payne, Woodwork; Frank D. Pearne, Elec. Constr.; Wm. E. Poore, Phys.; Edward Prosser, Woodturning; Rudolph C. Rada, Woodwork; Johanna V. Ryan, Eng.; Ewald H. Schulz, Ger.; Roy O. Schoonhoven, Dr.; Mabel E. Smallwood, Biol.; Ira W. Stahl, Electrical; Charles B. Stillman, Eng.; Frank J. Stubbs, Machine Shop; Cloyd E. Swern, Ele. Phys.; Edward T. Taylor, Dr.; Berkeley J. Thomas, Math.; Edmund M. Town, Dr.; Elmer L. Valentine, Dr.; Louis L. Waldron, Phys.; A. H. Walther, Woodwork; Roy F. Web- ster, Phys.; Helen M. Weldon, Physiog.; Chaun- cey C. Willard, Math.; Edna M. Wilson, Physiog.; Fred W. Zimmerman, Dr.; Edwin S. Youngberg, Dr.; Lester S. Parker, Biol.; C. Edward Johnson, Eng.; Turner C. Chandler, Eng.; Jas. M. Renwick, Forge; Edith Brown, Prevoc.; Lydia G. Donahue, Pre- voc.; R. Elizabeth Hughes, Prevoc.; Harry L. John- ston, Prevoc.; M. Frances Quinn, Prevoc.....	2,172
Chicago..... Marshall Cook.			Louis J. Block.....	Maud W. Morey, Asst. Prin.; Martin Atkins, Sc.; Frances Baldwin, Mu.; Grace Bart- elme, Ger.; Georgia Ben- nett, Eng.; Helen Brainerd, Math.; Mary Carroll, Sten.; George Cassell, Eng.; Ethelwyn Charles, Hist.; Queen Cheadle, Sc.; Harry M. Clem, Sc.; Charles E. Cummings, M. Tr.; Laura M. Dayton, Eng.; Jessica Fergus, Dr.; Otto Grenbel, Phys. Edu- cation; Eliza Hall, Eng.; Gertrude Harat, Sten.; Harry Hornstein, Math.; Enid Hennessey, Sc.; W. Bertha Hintz, Dr.; Alice L. Hulburd, Eng.; Royal E. Jenks, Sc.; Henry Keen, Accounting; Henriette Kel- lar, Eng.; Marion Kendall, Accounting; Maurice Lip- man, Ger.; Alves Long, Eng.; John Madear, Hist.; Ludwig Marienberger, Ger., Span.; Edith B. Moser, Math.; Margaret Mosher,	

CITY AND VILLAGE HIGH SCHOOLS—Continued.

City or town and county.	Name of superintendent.	Annual salary of superintendent.	Principal.	Other high school teachers.	Number enrolled.
Chicago—Con. Marshall Cook.			Louis J. Block.....	Eng.; Catherine Norton, Household Arts; Allen M. Otwell, Math., Sc.; John A. Peters, Latin; Kathleen Powers, Phys. Education; Chas. Riddel, Mech. Dr.; Louise Roth, Latin, Alg.; Mary Silverman, Sten.; Ida St. George, French; Sarah Street, Dr.; Anna Wavrinek, Sten.; Marie Werkmeister, Math.; Raymond White, Sc.; Jennie D. Wyse, Household Sc.; Mary Zimmerman, Latin; Charlotte A. Sheehand, Extra Teacher.....	1,390
Chicago..... McKinley H. S. Cook.			George M. Clayberg Math.	Lucy A. Arthur, Ger.; Cornelia Beardsley, B. K.; Wm. B. Borgers, Phys.; Francis E. Brimblecom, Latin, Greek; Nellie E. Byrud, D. S.; Wickliffe I. Cable, Math.; Stacia Crowley, Eng.; David M. Davidson, Math., Chem.; Flavia M. Doty, Sc.; Minnie M. Dunwell, Eng., Physiol.; William H. Gage, Dr.; Frank M. Horstman, Sc.; A. Louise Keefe, Math.; Claire C. Jewell, Sten.; Charlotte Leekley, Sten., Latin; Samuel Leland, Eng., Latin; Josephine Mack, French; Ottillie J. Mikulski, Ger.; Wm. M. Payne, Hist.; Ulysses G. Potter, Math., Com. Geog.; George A. Powles, Eng.; Mae V. Pruner, Eng.; Mary L. Sergeant, Math.; Welthy Stephen, Eng.; Fred L. Turner, Latin, Eng.; Lucy L. Wilson, Hist.; Wilbur H. Wright, Sc.; Marion Homer, Dr.; George A. Blackman, Mu.; Henry O. Camann, Phys. Culture; Louise Noyes, Phys. Culture.....	950
Chicago..... Medill H. S. Cook.			Avon S. Hall.....	Celinda B. Abbott, Latin, Alg.; Lillian Abbot, Geom.; Grace Ackley, D. S.; M. Joice Adams, Hist.; Geo. Blackman, Mu.; Edna Buechler, Sten.; Elmer E. Burnes, Phys.; Joseph Cermak, Phys. Culture; Daniel Contarsy, Business Eng., Arith., Sten.; John M. Davies, Sc., Geol., Chem.; Edna W. DeTray, Physiol.; Elsie Flesheim, Latin; Herman Garrison, Arith., B. K.; Florence S. Hall, Math.; Rose M. Kavana, Eng.; Myrta Leslie, B. K.; Jessie May Livermore, Dr.; Olga Lovgren, Sten.; Agnes Mason, Ger.; A. L. McDermott, Pol. Econ., Ind. Hist.,	

CITY AND VILLAGE HIGH SCHOOLS—Continued.

City or town and county.	Name of superintendent.	Annual salary of superintendent.	Principal.	Other high school teachers.	Number enrolled.
Chicago—Con. Medill H. S. Cook.			Avon S. Hall.....	Civics; Lynette Myers, Biol.; Virginia O'Connel, Phys. Culture; Herman C. Ruff, Ger.; Alice Stevens, Eng.; Hazel Stillman, Business Eng., Penmanship, Com. Geog.; Anna Wallace, Eng., Span.; Mary A. Weisman, Sten.; Pauline Wernberg, Dr.; Helen Zurawski, Eng.....	
Chicago. Morgan Park H. S. Cook.			John H. Heil.....	Lucy E. Babcock, Bot., Zool., Physiol.; Margaret Blood, Mu.; E. Ellen Fuhrman, Eng., Ger., French; Lewis L. Hall, Geom., Phys., Physiog.; J. L. Hensey, Eng., Anc. Hist., Am. Hist.; Blanche Horan, Phys. Education; Edna Hotchkiss, Dr.; Eugenie Mackin, Eng., Hist., Oral Expression; E. Lansford Moore, Alg., Business Arith., Business Eng.; Cora E. Petty, Latin, Alg.; Max Strass, Phys. Education; Helen Williams, Com. Br.....	400
Chicago. Parker H. S. Cook.			Wm. B. Owen.....	Christine Bednar, Asst. Prin.; Margaret Baker, Eng., Oral Expression; Leila Barkley, Sten., Typewriting; Helena M. Bassett, Latin; Ethel E. Beers, Latin, Hist.; Sophia Camenisch, Eng.; John R. Clark, Math.; Mildred I. Collins, Eng.; Mabelle C. Daly, Mu.; Janie P. Deming, Physiol.; Valentina J. Denton, Sten., Typewriting; Mary Dopp, Physiog.; Agnes E. Doyle, Art; Edna C. Dunlap, French, Ger.; Robert K. Fast, B. K.; Maygene Fitts, Sten., Typewriting; Emily A. Frake, Household Arts, Sc.; William O. Helbing, Woodwork; Warren E. Hill, Forge, Foundry; Edna B. Hotchkiss, Freehand Dr.; Helen D. Laird, Bot.; Mrs. Kathryn W. Lovell, Eng.; Josephine Lowell, Hist.; Robert E. Maysack, Phys. Edu.; Jennie R. McAllister, Latin; Jane McDonald, Math.; Henry S. Peacock, Hist.; Irvin L. Roberts, Arith., Com. Geog.; Arthur N. Schreuder, Architectural Dr., Mech. Dr.; Jessie E. Sherman, Eng.; Estelle Sinsheimer, Eng.; Harvey D. Smith, Math., Physiog.; George C. Staley, Math.; Millicent Stebbins, Ger.; Laura M. Truscott, Eng.; Mabel H. Walbridge, Phys.; Mabel R. Wentworth, Phys. Edu.; William F. Wigger, Chem.; Mrs.	

CITY AND VILLAGE HIGH SCHOOLS—Continued.

City or town and county.	Name of superintendent.	Annual salary of superintendent.	Principal.	Other high school teachers.	Number enrolled.
Chicago—Con. Parker H. S. Cook.			Wm. B. Owen.....	Antonie R. Worden, Ger.; Ethel J. Theilgaard, Extra Teacher.....	1,260
Chicago..... Phillips H. S. Cook.			Spencer R. Smith..	Florence L. Abbott, Math.; David L. Adam, Dr.; Eva E. Anderson, Eng.; Maurice J. Archbold, Electricity; Elizabeth F. Avery, Eng.; Alice S. Barnard, Hist.; Caroline Bengston, Polit- ical Econ., Ind. Hist., Com. Geog.; Mary G. Borough, Ger.; Martha A. Brown, Bot.; Jerry R. Burke, Gym.; Edna Campbell, Math., Physiog.; Mary G. Chadwick, Eng., Oral Ex- pression; Louella Chapin, Chem.; Wm. H. Craig, Math.; Mary L. DeFrees, Eng.; Katherine Dimock, Dr.; Frances Etten, Latin; Vera C. Finerty, Eng.; Augustus R. Fischer, Alg., Ger.; Edith O. Freeman, Sew.; Amanda E. Geigley, Physiol.; Ira Hamilton, Hist.; Edwin E. Hand, Zool., Physiol.; Katherine Hannan, Eng.; Edith J. Harding, Physiog.; Lillian E. Herstein, Eng., Oral Exp.; Chas. B. Jackson, Pen., B. K.; Jane T. Kennicott, Eng.; Lucy M. Johnston, Eng.; Lillian Klein, Gym.; Stephanie V. Lockwood, French, Ger.; Mary W. Malone, Physiol.; Ida McCarthy, Eng., Arith.; Geo. B. McClel- land, M. Tr.; Margaret McCoy, Hist.; Wm. T. McCoy, Latin; Sarah C. O'Donnell, Latin; Marilla Z. Parker, Hist.; Gertrude H. Pierce, Math., Hist.; Irene T. Powers, Sten., Typewriting; Hugh L. Ray, Mech. Dr., Alg.; Henry A. Samel, Sten., Typewriting; Frederick W. Schacht, Ger.; Ruth Schurtz, Sten., Typewriting, B. K.; Wm. H. Shoemaker, Sten., Typewriting; Fannie R. Smith, Eng.; Letitia R. Snively, Sew.; Sarah S. Stahl, Math.; John A. Stoneking, Phys.; Gene- vieve Sullivan, Math.; Helen Thayer, Eng.; Chas. H. Treadwell, Physiol.; Camille von Beissel, Span.; Albertine A. Wetter, French; Mary S. Wiggins, Dr.; Myra Wolcott, Cook.; Ada Zarbell, Eng.; Edith A. Nelson, Extra Teacher.	1,788
Chicago..... Schurz H. S. Cook.			Walter F. Slocum..	C. A. Petterson, Asst. Prin., Math.; Rebecca E. Adams, Math.; Fred C. Aldrich, Foundry; C. M. Alsager, Norwegian; Adelaide	

CITY AND VILLAGE HIGH SCHOOLS—Continued.

City or town and county.	Name of superintendent.	Annual salary of superintendent.	Principal.	Other high school teachers.	Number enrolled.
Chicago—Con. Schurz H. S. Cook.			Walter F. Slocum.	Bartelme, Dr.; Eleanor J. Beaton, Eng.; Charlotte Bendix, Eng.; Clarissa White Benson, Hist.; Mabel J. Berquist, Eng.; Amy Boughan, Eng.; Gladys M. Bray, Physiol.; Dixie Lee Bryant, Physiol.; Margaret H. Byrne, Math.; Alma B. Damler, Sten.; Luther B. D'Armond, B. K.; Mae G. Dolan, Eng.; Josephine C. Doniat, French, Ger.; Mabel Flora Doty, Sew.; Carl Durand, Dr.; Amelia Elsner, Sten.; Wm. Alex. Evans, Com. Geog.; Walter Leslie Fisher, Phys.; Kate Marsh Flanagan, Eng.; F. Grace Frick, Sten.; Maximillian M. Friedman, Woodwork; Jean M. Gibson, Eng.; Matilda D. Gibson, Hist.; Gladys M. Graham, Ger.; Corabel K. Harwood, Math.; M. E. Hennigan, Math.; Henrietta Koellner, Sten.; Raymond Kasler Kotz, Chem.; Hugo F. Lange, Machine Shop; James Mason, Forge; M. Eleanor Moore, Math.; Mary J. Moynihan, Latin; Elbee K. Patch, B. K.; Hildur E. Peterson, Am. Hist.; Frederick Wm. Plapp, Bot.; Florence E. Raefsnnyder, Sten.; Elizabeth Wells Robertson, Dr.; Lucille Rochlitz, Math.; Elise E. Roessler, Ger.; Grace Rogers, Sten.; Mary Roth, Eng.; Madeline Semmelmeier, Eng.; Ira R. Senseman, Physiol.; Harold B. Shinn, Zoology; Ettie L. Smith, Latin; Madge A. Stevens, Physiol.; Rosamond M. Tower, Eng.; Margaret H. Tuthill, Dr.; C. L. Vestal, Phys.; Wallace H. Whigam, B. K.; Wm. F. Willard, Dr.; Charles Frank Weege, Gym.; Mabel M. Wright, Gym.; Josephine Warde, Extra Teacher; Charles Lagerquist, Mu.; M. Lillian Trimble, Cook.....	2,227
Chicago..... Senn H. S. Cook.			Benjamin F. Buck.	Edward Morgan, Asst. Prin., Math.; Stella M. Aten, Latin; Mabel Blazier, Hist.; Frances Beem, Dr.; Laura Ethel Christman, Math.; Imogene T. Clouse, Latin; Randolph E. Craig, Machine Shop; Thekla R. Crocker, Ger.; Thomas J. Crofts, Math.; H. Richard Crook, Gym.; Gertrude Dawley, Latin; Mary E. Delany, Eng.; Johanna H. Doniat, Dr.; Hazel D. Driver, Sc.; Gustavus P.	

CITY AND VILLAGE HIGH SCHOOLS—Continued.

City or town and county.	Name of superintendent.	Annual salary of superintendent.	Principal.	Other high school teachers.	Number enrolled.
Chicago—Con. Senn H. S. Cook.			Benjamin F. Buck.	Drueck, Jr., Woodwork; Frank Feely, Electricity; Ferdinand Fischer, Dr.; Laurie Frazeur, Latin; James T. Gaffney, Wood- work; Edward Groble, Foundry; Otto Groener, Gym.; Edith M. Gurd, Math.; Ira Hamilton, Mu.; Helen Harris, Eng.; Edwin Hansen, Com. Geog.; Ger- trude Hatch, Dr.; Lili Hochbaum Stecker, Ger.; Marx E. Holt, Math.; Harry Horner, Math.; Jerome Isenberger, Zool.; Ruth Jeffry, Gym.; Charles S. Jewell, Phys.; Chas. E. Jenkins, Math.; Zelma Karmsen, Ger.; Ella Kracke, Bot.; Clarence W. Lampe, Dr.; June G. Launer, Eng.; Marjorie G. Lee, Sten.; Josephine Lesem, Eng.; Anna H. Lewis, Eng.; Louise Lewis, Physiog.; Hattie Listen- feldt, Eng.; Katherine L. Lucey, Eng.; Laura May Lynne, Sten.; Marion C. Lyons, Eng.; Alice Mad- dock, Physiol.; Harry M. Mess, Chem.; Martha B. Matheny, Latin; Mable M. Meyer, Eng.; Moses S. McDaniel, B. K.; June McCarthy, Hist.; Louise McKenzie, French; Lewis H. Moulton, Eng.; Wini- fred Muhs, Gym.; Carrie Reynolds Barracks, Bot.; Kate C. Rising, Eng.; Her- man D. Roller, Dr.; Laura M. Sedgwick, Eng.; Jennie C. Sibley, Hist.; Margaret M. Sleezer, Eng.; Elize M. Sloan, Eng.; Myra Virginia Smith, French; Alice Snively, D. S.; Eugene A. Tappy, Forge; William Ransom Tuttle, Hist.; Eva I. Twohig, Sten.; Bertha I. Vincent, Ger.; Florence Wells Hall, Sew.; J. Mabel Whittemore, Eng.; Charles S. Wins- low, Physiog.; Margaret P. Sample, Extra Teach- er	2,300
Chicago..... Edward Tilden H. S. Cook.			Edward F. Stearns.	Dorothy M. Sass, Asst. Prin.; Hist., Physiol.; Mabel Ab- bott, Eng.; Louis Aff- hauser, B. K.; Allison W. Augur, Phys.; Edwin J. Belknap, Woodwork; Laura M. Buchholz, Physiol.; Rose Buhlig, Com. Eng.; Tillie M. De- Sloover, Sten., Typewrit- ing, B. K.; Ada Enander, Dr.; Wm. K. Fritchey, Woodwork; Wm. W. Gor- sline, Alg.; Annette	

CITY AND VILLAGE HIGH SCHOOLS—Continued.

City or town and county.	Name of superintendent.	Annual salary of superintendent.	Principal.	Other high school teachers.	Number enrolled.
Chicago—Con. Edward Tilden H. S. Cook.			Edward F. Stearns.	Hampsher, Sten., Com. Eng.; Mary Henry, Phys. Edu.; Anne Hannan, Eng., Com. Geog.; J. Henry Hilber, Woodwork; Ada Byron Johnson, Textiles; Norman Keith, Math.; Abbie F. Learned, Eng.; Arnold N. Lurie, Mech. Dr., Architectural Dr.; Agnes B. MacNeish, Geom.; Mary R. McQuaid, Dr.; J. Oolin Moore, Chem., Elem. Electricity; Anna F. Moran, Physiol., Physiog.; Eleanor Murphy, Eng.; Hartwell O. Myers, Machine Shop Practice; Sara B. O'Neill, Ger.; Paul J. Pahlman, Forge, Applied Electricity; Theresa Patterson, Biol.; Vanja Rundquist, Latin, Ger.; Oscar Sputh, Phys. Edu.; Beatrice Stafford, Eng. for Vocational Work; Mildred Stavers, D. S.; Julia R. Tolman, Hist.; Robert D. Townsend, Mech. Dr., Mach. Design; Wanda Vogeler, Sten., Typewriting; Arthur H. Webb, Foundry Practice; Laura M. Wright, (Dean) Latin.....	987
Chicago..... Tuley H. S. Cook.			Franklin P. Fish...	Joseph A. Sweet, Asst. Prin., Latin; Tyndal A. Peters, Geom.; Karl H. Van Hovenberg, Latin; Oscar A. Olson, Chem.; John Jacobson, Am. Hist.; Geo. W. Tanner, Eng.; Oliver D. Frederick, B. K.; Walter W. Roberts, Sten.; James A. Meade, Phys.; William T. Tempin, Zool.; Harry Michael, Math.; Raymond S. Morford, Eng.; John C. Gillespie, Sten.; Luther T. Smith, B. K.; Seymour E. B. Holman, Dr.; Anna G. Mac Dougall, Eng.; Eva Wallace Claus, French (Dean); Grace O. Randall, Eng.; Hedwig Hochbaum, Ger.; Jean M. Ferguson, Eng.; Bertha Louise Bowen, Dr.; Minnie Frost, Eng.; Ida M. Francis, Sten.; Evelyn B. Winbolt, Physiog.; Isabella A. McIntyre, Physiog.; Ina Castle, Hist.; Julia McCormick, Com. Geog.; Mildred E. Stavers, Household Sc.; William Kopp, Phys. Edu.; Eleanor Gehan, Phys. Edu.; Harvey E. Bruce, Singing Instructor.....	1,280
Chicago..... Waller S. S. Cook.			John E. Adams.....	Elfriede Ackermann, Eng.; Angeline Bergey, Eng.; Ralph E. Blount, Sc.;	

CITY AND VILLAGE HIGH SCHOOLS—Continued.

City or town and county.	Name of superintendent.	Annual salary of superintendent.	Principal.	Other high school teachers.	Number enrolled.
Chicago— Concld... Waller H. S. Cook.			John E. Adams.....	Chas. E. Boynton, Sc.; Mina M. Doyle, Com. Br.; Harvey Bruce, Mu.; Edith Cameron, Span.; Sarah Campbell, Eng.; Thomas Chase, French; Nettie Dalley, Com. Br.; Ellen Dennis, Eng.; Minnie Feldkamp, Ger.; Veronica Gallagher, Extra Teacher; Frank J. Gerlich, Gym.; Olga J. Harter, Ger.; Anna Hill, Com. Br.; Clarence Holtzmann, Sc.; Estelle Jones, Latin; Minna Kam- bli, Ger.; Ida MacLean, Math.; Halsey Matteson, Latin, Hist.; Mary B. Par- dee, Sc.; Eleanor Parker, Hist.; Mary Shelley, Com. Br.; Walter Strauss, Dr.; Dorothea Vent, Gym.; Jennie Wilcox, Hist.; Mary Young, Latin, Eng.	1,015
Clayton..... Adams.	H. W. Brewster.... Math., Agr., Phys., Eng.	\$ 935	Irene B. Olin..... Latin, Ger., Eng.	Arvilla Jarrett, D. Art, D. S. Alg., Eng. Hist.....	66
Clinton..... DeWitt.	H. H. Edmunds.... Phys.	2,000	Everett L. Walters. Math., Com. Law.	Jessie M. Cline, Math.; Alice Henderson, Eng.; Carl Richards, M. Tr., Mech. Dr.; Katherine Renich, Hist.; Esther Lou Bergen, Latin, Eng.; Miriam Rosenstein, Ger., Eng.; Marjorie Welsh, Household Sc., Household Arts; Waldo Spruitt, Chem., Biol.; S. A. Dor- ris, Shorthand and Type- writing; Elsie Crowe, Household Art, Eng.; Guna Kelley, Mu.....	275
Cobden..... Union.	John C. Carter..... Latin, Phys.	1,070	Maude Megchelsen. Eng., Hist.	Martha E. Willson, Sc., Math., Ger.....	54
Coffeen..... Montgomery	Lew R. Traylor.... Hist., Eng., Lit.	800	Thos. V. Alsop.... Math., Sc.	Mabel I. Turner, Foreign Lang., Eng.....	55
Colfax..... McLean.	P. M. Hoke..... Geom., Phys., M. Tr.	1,200	Lida J. Smith..... Hist., Biol.	Sidie Benjamin, Eng., Latin; Grace F. Charles, Mu., D. S., Alg.....	66
Columbia..... Monroe.	Rudolph P. Briegel. Sc., Ger.	990		F. L. Eversull, Latin, Math., Eng.....	16
Crystal Lake. McHenry.	H. A. Dean..... Am. Hist., Civics.	2,000	C. E. Smalley..... Sc., Phys. Di- rector.	Gretta Hubbard, Eng., D. S.; Ann Chamberlin, Latin, Hist.; Grace A. Rice, Math.; Edith Moore, Com. Br.; Doro- thea Bunge, Ger., Eng.; Reba Fellingham, Eng.; Jessie M. Cameron, Mu...	116
Cuba..... Fulton.	P. H. Hellyer..... Algebra.	1,100	Myrtle Huhill..... Eng.	Lucy Stevens, Hist., Geom., Loren E. Kessler, Sc.....	110
Dallas City... Hancock.	Elsie H. Giese..... Ger., Latin.	1,170	Ray E. Babcock.... Hist., Civics, Com. Br.	Anna L. Dewey, Math., Phys.; Hazel Gleason, Eng., Zool., Physiol.....	92
Danville..... Vermilion.	Gilbert P. Randle..	3,500	A. W. Smalley.....	W. C. Baer, Hist.; Edna Bence, Ger.; Ella Brown, Latin; Blair Converse, Eng.; Madge Gundy, Eng.; Bertha Harper, Cook., Sew.; Fred Hart, Phys., Chem.; Mary Hawkins, Math.; L. A. Joel, Math;	

CITY AND VILLAGE HIGH SCHOOLS—Continued.

City or town and county.	Name of superintendent.	Annual salary of superintendent.	Principal.	Other high school teachers.	Number enrolled.
Danville— Concord... Vermilion.	Gilbert P. Randle.....		A. W. Smalley.....	Gertrude Jones, Sew.; Dan Lewis, Shorthand, Typewriting, Com. Arith.; Ruth Lewman, French, Eng.; Arthur Loring, B. K., Law.; Mary McIntire, Latin; Frances Meeks, Eng.; Ruth Miller, Hist., Ger.; H. F. Munch, Math.; Gertrude Payne, Alg., Anc. Hist.; Harriet Robbins, Biol., Physiog.; Etta Robey, Eng.; Nellie Simons, Ger., Eng.; L. A. Tuggle, M. Tr.....	543
Decatur..... Macon.	J. O. Engleman.....	\$4,000	Jesse H. Newlon....	T. M. Dean, Asst Prin., Math., Psych.; Olive M. Bear, Eng.; Olara N. Hawkes, Eng.; Minnie Snure, Eng.; Mrs. Lucy H. Nelson, Eng.; Eliza Thomas, Eng.; Cleo Cannon, Eng.; Alta Chippis, Eng.; Edna Davis, Eng.; Mabel Fletcher, Librarian, Eng.; Mary L. English, Latin; Lucy Durfee, Latin; Mary Carroll, Latin; Flora Ross, Ger.; Luella Nigg, Ger.; Bertha Witte, Ger.; Lida C. Martin, Math.; Mrs. Minnie P. Hostetler, Math.; W. M. Campbell, Math.; H. D. Trimble, Hist.; H. P. Walker, Hist.; Telfer L. Mead, Com. Law, Civics, J. H. Hanger, Hist.; Ruth Price, Hist.; J. H. Coonradt, Chem.; Irl Tubbs, Phys., Gen. Sc.; Celestine Rice, Biol.; G. H. Barker, Physiog., Gen. Sc.; T. R. Isaacs, Agr.; C. R. Tharp, B. K.; Mary Parker, Sten., Typewriting; Jessie S. Henderson, Com. Arith., Penmanship, B. K.; Winnifred Wilson, Com. Geog.; Typewriting; J. H. Hall, Com. Arith., B. K.; Jessie Spencer, Dr.; Alberta Montgomery, Dr.; Elizabeth Stone, D. S.; Katherine Trautman, D. S.; Helen Murphy, Household Art; Harriet Shade, Household Art; C. E. Howell, M. Tr.; R. G. Sawyer, M. Tr.; C. V. Denman, Mech. Dr.; Donald Milliren, M. Tr.; Louise Bear, Mu.; F. L. Rand, Phys. Education; Helen Devlin, Phys. Education.	1,036
Delavan..... Tazewell.	M. R. Staker..... Math.	1,350	H. V. Porter..... Sc., Hist.	Hazen, Latin, Ger., Pub. Speaking; Rice, Typewriting, Shorthand, B. K.; Shipp, Mu., Eng.	100
Dixon..... Lee.	W. R. Snyder.....	1,800	C. D. Booher..... Math.	Bernice Powell, Eng.; Dorothy Armington, Eng.; Laila Quick, Math.; Cora	

CITY AND VILLAGE HIGH SCHOOLS--Continued.

City or town and county.	Name of superintendent.	Annual salary of superintendent.	Principal.	Other high school teachers.	Number enrolled.
Dixon-- Concl'd... Lee.	W. R. Snyder.....		C. D. Booher.....	B. Donner, Hist.; Evangeline Simonsen, Latin, Ger.; Wilbur G. Crane, Phys., Chem.; E. J. Hirschman, Biol., Athletics; W. B. Furgerson, Com. Br.; Grace Kristoffersen, D. S.; John A. Williams, M. Tr., Mech. Dr.; Helen B. Gapen, Art, Dr.; Muriel P. Phelps, Mu.....	208
Dixon (North)... Lee.	H. H. Hagen..... Phys.	\$1,600	Gladys E. Gaylord.. Com. Arith., Solid Geom.	Lora Normington, Math., Sc.; Helen Brown, Eng., Ger.; Henrietta Renwick, Hist., Latin; Ella J. Pratt, Eng.; Caroline E. Pratt, D. S.; Mrs. Muriel Phelps, Mu.	92
Downers Grove..... DuPage.	G. C. Butler.....	2,200	M. Maude Manley.. Latin, Ger.	Harry C. Pifer, Eng., Hist.; Anna Marm, Math.; Zella Corbett, S c.; Thorborg Rehner, Com. Br., Hist.; Esther C. Livingston, D. S.; Jesse M. Hawley, M. Tr., Athletic Coaching; Claire Zollinger, Mu.....	150
Dundee..... Kane.	J. V. Clark..... Vocational Guidance.	2,000	Lulu Moulton..... Latin.	Blanche Walker, Eng., Ger.; Ada Andrews, Eng., Hist., Lucile Bates, Eng., Math.; Phoebe Clover, Physiol., Bot., Zool.; Luella Richey, Com. Br.; Esther Oleson, D. S.; Walter Hauke, M. Tr.; Fanetta Vanderpoel, Chem., Physiol., Solid Geom.; Lisabel Gay, Mu.; Maude K. Moore, Penmanship, Dr.; Florence Buzzell, Jr. H. S.....	183
Earlville..... LaSalle.	Lloyd B. Mann..... Agr., B. K., Phys., Pedagogy.	1,200	Nellie L. Smith..... Eng., Latin, Ger.	Esther Wade, Math., Hist., Physiol.; Myra Minter, Anc. Hist., Eng., D. S....	69
East St. Louis... St. Clair.	D. Walter Potts....	3,000	H. J. Alvis.....	Adele Ash, Orthography, Penmanship; Venie M. Banks, Dr.; W. L. Baughman, Math.; Clara E. Bean, Business Eng., Arith.; Luella Clark, Math.; S. G. Cook, Bot., Zool., Physiol.; Mary M. Denby, Mu., Eng.; Elizabeth L. Facht, Eng.; Ethel Flannigen, Sten., Typewriting; A. J. Gummersheimer, Hist.; O. E. Harper, Hist.; H. A. Kanzler, French; Bertha Kleppel, Cook.; Grace Krummel, Physiog.; Clyde F. Lytton, B. K., Com. Law; O. C. McCavin, Latin; J. J. McGlynn, Phys., Chem.; Hedwig Maul, Ger.; A. S. Milton, M. Tr.; E. W. Ran, Gym.; Tillie Reither, Arith., Girls' Gym.; Jennie Rogers, Math.; Florence E. Schmale, Eng., Geom.; Nettie M. Small,	

CITY AND VILLAGE HIGH SCHOOLS—Continued.

City or town and county.	Name of superintendent.	Annual salary of superintendent.	Principal.	Other high school teachers.	Number enrolled.
East St. Louis—Concl'd. St. Clair.	D. Walter Potts.....		H. J. Alvis.....	Typewriting, Sten.; Carrie E. Sprecher, Latin; Lillian B. Teeter, Eng.; Kathryn Wainwright, Sew.; Grace H. Wallis, Eng.; A. A. Wilderman, Eng., Latin.....	720
Edwardsville. Madison.	C. F. Ford.....	\$2,000	R. C. Sayre..... Math.	Marie Hiles, Eng.; Edna Fiegenbaum, Eng.; Winnifred M. Ward, Latin, Ger.; Lelia Fair, Hist.; Grace E. Davis, Com. Br.; O. B. Peterson, Sc.; F. Westhoff, M. Tr.; Florence Hall, D. S.; Belle Krome, Mu.....	204
Effingham.... Effingham.	O. C. Bailey..... Math.	1,350	Chas. O. Danneberger..... Eng.	Carroll McDavid, Sc.; Flora Linn, Latin, Ger.; Margaret Austin, D. S.; Louise Lax, Mu., Dr.....	121
Elgin..... Kane.	Robert I. White....	3,300	W. L. Goble.....	Claudia V. Abell, Dr.; Thomas Angell, M. Tr.; Martha K. Aulie, Phys. Edu.; Bessie Bement, Eng.; Anna M. Burita, D. S., Sew.; Beatrice W. Cowlin, Pub. Speaking; Emmie U. Ellis, Eng.; Frank S. Elrick, M. Tr.; E. J. Evans, Phys.; Ethel L. Farrell, Com. Arith.; Elizabeth Fisher, Eng.; Philip S. Giltner, Sten., Typewriting; Roxana Goble, Latin; Daniel Green, M. Tr.; Elizabeth V. Griswold, Sten.; Clarence Gronberg, M. Tr.; Paul D. Hance, M. Tr.; Irene Hubbell, Ger.; Marguerite Hubbell, Eng.; L. F. Jolley, Typewriting, B. K., Com. Geog.; T. A. Larsen, Math.; H. H. Lenhart, B. K., Writing, Typewriting; S. C. Miller, Hist.; Margaret Newman, Eng.; I. H. Oakes, Gen. Sc.; H. R. Peckman, Chem.; Adah A. Pratt, Math.; E. J. Price, Jr., Hist.; Nellie E. Purkiss, Ger., Latin; Evangeline Rankin, Hist., Eng.; Stanley C. Smith, B. K., Com. Law; Villa B. Smith, Biol., Gen. Sc.; Jessie I. Solomon, Math.; Philip Taylor, M. Tr.; Lawrence E. Tucker, Phys. Edu.; Effie M. Tull, Eng.; Janetta E. Wetzel, D. S.; Louise Wilcox, Mu.; Carrie K. Williford, Library.	807
Elizabeth..... JoDavies.	W. B. Storm..... Math., Sc.	1,200	Bessie D. Reed..... Hist., Latin.	Olive M. Grayburn, Eng., French; Monica A. Ploszynski, Ger., Sc.....	45
Elmhurst..... DuPage.	A. M. Nicholson....	1,700	V. C. Plummer.....	Elizabeth Turner, Ger., Math.; Ethel Falconer, Hist., Eng.; Helen E. White, Eng., Latin; Mary L. DeLay, Com. Br.; Mary A. Boyce, D. S.....	96

CITY AND VILLAGE HIGH SCHOOLS—Continued.

City or town and county.	Name of superintendent.	Annual salary of superintendent.	Principal.	Other high school teachers.	Number enrolled.
Elmwood..... Peoria.			C. C. Condit..... Phys., Chem., Geom., Alg.	Harriet Erlbacher, Eng., Hist., Latin; Lisetta Mc- Harry, Eng., Ger., Zool., Bot.; Faye Fraier, Hist., Civics, Alg., Com. Geog., Physiog.; W. S. Camp- bell, Mu.	106
Fairfield..... Wayne.	H. D. Willard..... Phys., Chem., Agr.	\$1,065	Knight O. Holland..... Math., Gen. Sc.	N. W. Draper, Eng.; Eula Holt, Latin; Mary Snook, Ger., Hist.; Mrs. K. Ga- leener, Mu.	80
Farina..... Fayette.	J. L. Dunbar..... Math., Latin.	1,000	G. E. Howard..... Hist., Ger., Sc.	H. A. Wilk, Eng., Sc.	77
Farmington.. Fulton.	E. A. Huff..... Hist.	1,200	Rose Hutchins..... Ger., Latin, Eng., B. K.	Anna Secker, Latin, Alg., Eng.; Florence Harper, Sc., Com. Law, Com. Arith., W. S. Campbell, Mu.	105
Fisher..... Champaign.	F. L. Lowman..... Math., Anc. Hist., Alg., Geom., Phys., Civics.	1,100	A. D. Sizer..... Eng., Agr., Sc., Am. Hist., Physiol., Physiog., Bot., Zool.	Lillian Briscoe, Lang., Hist., Eng., Latin, Ger., European Hist.	40
Flanagan..... Livingston.			W. H. Hill..... Math., Latin, B. K.	Sadie Ellis, Eng., Hist., Sc.	43
Franklin..... Morgan.			O. B. Mounce..... Math., Phys., Com. Law, B. K., Econ.	Maude Hulse, Latin, Eng., Alg., Agr.; Helen Dins- more, Ger., Eng., Phys., Phys. Geog., Bot., Zool., Hist., Civics.	53
Franklin Grove.... Lee.	H. G. Anderson..... Geom., Alg., Sc.	1,035	Phoebe Brundage.. Eng., Phys. Geog., Mod. Hist.	Maurine Kimball, Latin, U. S. Hist., Biol.	61
Freeport..... Stephenson.	S. E. Raines.....	2,600	L. A. Fulwider..... Hist.	Alice Bidwell, Eng.; Flo- rence Brubaker, Latin; Belle Brooks, Com. Br.; Henrietta Bjoin, Phys. Tr.; Nettie Courtney, Math.; Dan B. Dougherty, Phys. Tr.; Sarah Ewing, Math.; H. N. Glick, Gen. Sc., Psych.; Vida Gra- ham, Hist.; L. M. Hiatt, Band; F. W. Kirtland, Com. Br.; Alma Kruse, Cook; Neil Lutes, Sc.; Nellie Provoost, Eng., Al- lie Reitzell, Math; A. E. Rutenbeck, Latin, Pub. Speaking; F. L. Rouch, Com. Br.; Clara Ryan, Eng.; Sina Steenrod, Eng.; Marion Werntz, Sew.; Selma Konig, Ger.; A. D. Phillips, Agr., Dairying; Edna R. Benson, Dr., Floyd Holmes, M. Tr....	601
Fulton..... Whiteside.	H. V. Baldwin..... Phys., Agr.	1,600	Pearl B. Flatt..... Latin, Ger.	Alma E. Crawford, Math., Bot., Civics; Clara Stock- er, Eng., Hist.; Harriet Elliott, Mu., Dr.	81
Galena..... JoDavie.	Katherine H. Obye. Eng.	1,500	L. A. Homrich..... Sc., Hist.	Stella L. Bench, Math., Chem.; Emma K. Friesen- ecker, Ger., Hist.; Grace Chapman, Eng.; Kathar- ine Concoran, Latin, Eng.; D. S. Millman, M. Tr....	154
Galesburg.... Knox.	W. L. Steele.....	3,000	A. W. Willis.....	A. C. Roberts, Phys., Chem.; J. W. Adams, Bot., Zool., Agr.; Holland Sperry, Biol., Physiog.; S. B. Irish, Civics, Business	

CITY AND VILLAGE HIGH SCHOOLS—Continued.

City or town and county.	Name of superintendent.	Annual salary of superintendent.	Principal.	Other high school teachers.	Number enrolled.
Galesburg— Concld... Knox.	W. L. Steele.....		A. W. Willis..... Latin, Eng.	Eng.; N. R. Feasley, Math.; G. H. Bridge, Mech Dr.; E. R. Bridge, M. Tr., Concrete Work; A. W. Gaylord, Forge, Mach. Shop; John Anderson, M. Tr.; L. K. Bennett, Math., Printing; T. W. Callihan, Math., E. A. MacLennan, Span., Latin; R. E. Gill, B. K., Penmanship; C. M. Olander, Swedish; Cora F. Stone, Eng., Hist.; Laura Belle Stephens, Latin; Ida H. Way, Eng., Hist.; Grace B. Smith, Eng.; Gail H. Laphan, Eng.; Susan R. Ranney, Math., Hist.; Inez V. Goodsill, Eng., Hist.; Jessie F. Ray, Hist., Eng.; Lillian Eitelgeorge, Math.; Ruby E. McGowan, Biol.; Jessica E. Royer, Read., Pub. Speaking; Anna M. Nelson, Latin, Eng.; Irma Gale, Pedagogy, Eng.; Edna Thoreen, Ger.; Clara G. Rhodes, D. S.; Elsie White, D. S.; Helen Dawson, D. S.; Nellie C. Collins, Sten., Com. Geog.; Mary L. Page Typewriting; Sofiena Mathis, Phys. Tr.; Emma Douglas, Clerk.....	823
Galva..... Henry.	F. U. White..... U. S. Hist., Solid Geom., Civics.	\$2,300	Margaret E. Jacobson Latin, Eng.	Mary K. Barton, Hist., Eng.; Helen G. Watson, Latin, Math.; O. C. Blood, Sc.; E. C. Cooley, M. Tr., Math.; Edna Smith, Phys. Geog., Physiol., Eng., D. S.; Carrie Sheldon, Dr.; Jessie Glaze Strong, Mu...	130
Garrett..... Douglas.	W. J. Robison..... Chem., Hist., Econ., Civics.	850	Grace Scott..... Latin, Math., Hist.	Mildred Sharp, Eng., Sc...	26
Geneva..... Kane.	H. M. Coultrap..... Anc. Hist., U. S. Hist.	2,200	Clyde E. Bates..... Sten., B. K., Com. Law, Typewriting.	Lucy E. Church, Latin, Ger.; Ruth Minium, Alg., Geom., Com. Arith., Physiog.; Louise Townesen, Eng.; C. C. Taggart, Phys., Zool., M. Tr.....	113
Genoa..... DeKalb.	O. E. Taylor.....	1,500	Orin F. Schmidt....	Ruth Morgan, Sc., Hist., Math.	60
Gillespie..... Macoupin.	F. L. Hoehn..... Biol., Phys.	1,400	Alfriede McKnight. Ger., Math.	Knute Clifton, Hist., Econ., Com. Geog., Phys. Geog.; Regina Connell, Eng., Latin.	90
Gilman..... Iroquois.	J. B. Wallace..... Math., Phys.	1,400	Ellen M. Ferguson. Eng., German	Hedwig Roesner, Latin, Hist.	70
Golconda..... Pope.	Earl C. Case..... Math., Hist.	1,350	Roscoe Leach..... Latin, Anc. Hist.	Estella Yewell, Sc., Lit.; Mrs. Kate Trovillion, Eng.	45
Granite City. Madison.	L. P. Frohardt....	2,400	W. F. Coolidge..... Math.	Emma West, Sten.; Margaret Hull, Latin, Alg.; Wm. Atwood, Biol., Sc.; Tila Robbins, Hist.; Leo Gould, B. K., Penmanship; Fred Parrish, Math., Ath.; Winnifred Cooley, D. S.; Hugh Hunter, M.	

CITY AND VILLAGE HIGH SCHOOLS—Continued.

City or town and county.	Name of superintendent.	Annual salary of superintendent.	Principal.	Other high school teachers.	Number enrolled.
Granite City—Concord... Madison.	L. P. Frohardt.....		W. F. Coolidge..... Math.	Tr.; Maude Rader, Type-writing; Alice Crockett, Eng.; Harry Thompson, Phys. Sc.; Gladys Persons, Eng.; Josepha Meinicke, Ger.; Florine Henson, Mu.; Alma Rausch, Girls' Athletics; Lulu Wagner, Dr.....	211
Grayville..... White.	Elbert E. Waller...	\$1,000	Edwin N. Wright... Bot., Zool., Phys. Geog., Phys.	Blanch E. Chivillon, Latin, Math.....	80
Greenfield..... Greene.	Walter C. Suft..... Alg., M. Tr.	1,445	Isla Sutherland..... Latin, Geom.	Ruth Sandeson, Eng., Hist.; Mabel Chapple, D. S., D. Art, Phys. Geog.; Carroll Crawford, Ger., Phys., Zool., Com. Arith., B. K.	113
Greenup..... Cumberland	Clyde C. Sims..... Latin, Phys.	1,000	Ward N. Black..... Eng., Hist.	M. Gertrude Harvey, Math., Sc.....	62
Green Valley. Tazewell.	J. Earl Hiatt.....	1,300	Henrietta Evans... Ger., Latin, Eng.	Letitia Isemann, Sc., Math.	36
Greenville..... Menard.	J. P. Scheid..... Math., Ger., B. K.	1,350	Hazel Alkire..... Latin, Sc.	Caryl Axtell, Mu., Eng., Hist.....	40
Greenville..... Bond.	A. W. Niedermeyer.	1,000	Alex Long..... Eng.	Mae Cannon, Mu., Ger.; Ruth Seawell, Latin; Luna L. Sprowls, Chem., Phys., Physiol., Phys. Geog.; E. Urban McDonald, Geog., Hist.; V. T. Smith, Geog., Zool.; M. E. Smith, Eng., Zool.....	180
Griggsville... Pike.	Theo. C. Moore..... Sc., Com. Arith.	1,100	Gertrude Stephens. Hist., Civics, Math.	Ethel Cohenour, Eng., Latin, Ger.; Inez Berryman, Mu.	80
Hamilton..... Hancock.	J. A. Johnston..... Sc.	1,300	Philena Clarke..... Eng., Ger.	Hallie Turner, Math.; Elizabeth Pumphrey, Latin, Hist.; Golda Berry, Com. Br.; Zula Frances, Mu., Hist.....	104
Hampshire... Kane.	Albert E. Wilson... Alg., Sc., Civics.	1,050	Luella Plummer... Eng., Geom.	Adina Alison, Lang., Hist., Ger., Latin.....	47
Harlem..... Winnebago.			Earl M. Pallett...	Ruth E. Forsberg, D. S.; Ethel Stephens, Eng.....	40
Harvard..... McHenry.	J. H. Light.....	1,900	F. E. Dewhirst..... Hist., Phys.	Edwin Dahlberg, Sc., Eng.; Alda L. Devitt, Ger., Sc.; Nina A. Merry, Latin, Josephine Stewart, Eng., Math.; Grace Shoemaker, Math.; Ruth Purnell, Eng., Hist.; Adeline Brainard, Mu.; Cora Miner, Dr.....	187
Havana..... Mason.	T. E. Savage.....	1,500	Sara E. Pierce..... Latin, Ger.	Clara L. Hoyt, Asst. Prin., Math.; Eda Borgelt, Eng.; Martha Dieffenbacher, Hist.; W. D. Allan, Sc.....	110
Hebron..... McHenry.	M. S. Hamm.....	1,200	Josephine Payer...	Nelle Johnson.....	63
Henry..... Marshall.	W. A. King..... Sc.	1,300	Emma Ponzer..... Ger., Latin.	Marion B. Comstock, Eng., Hist.; Mrs. Carrie Carpenter, Math.; Mrs. Emma Cornell, D. S., Mu.....	84
Heyworth.... McLean.	Leonodus Harr..... Phys., Sc., Geom.	1,000	Lois M. White..... Ger., Latin, Hist., Civics.	Olive Blevins, Eng., Alg...	50
Highland..... Madison.	O. L. Dietz..... Psych., Pedagogy	1,800	Adelle Gruenewald. Eng., Ger., Eng. Hist.	Florence Wuensch, Math., Eng.; Mellie Clevenger, Sc., Hist.; Estelle Bennehoff, Com. Br.; Emily Hoefert, Mu.....	99
Hillsboro.... Montgomery.	H. J. Beckemeyer..	1,700	Jno. M. Avery..... Agr., Math.	Lelah Brown, Eng.; Elizabeth McSherry, Latin, Ger.; Geo. Girhard, Sc., B. K.; Ethel Homer, Hist.; Margaret Gibney, Biol., Math.; Louise Hall, Eng., Com. Geog.	161

CITY AND VILLAGE HIGH SCHOOLS—Continued.

City or town and county.	Name of superintendent.	Annual salary of superintendent.	Principal.	Other high school teachers.	Number enrolled.
Hinckley..... DeKalb.	Omar Caswell..... Math.	\$1,350	Emma R. Richardson Hist., Latin, Biol.	Marie A. Muench, Ger., Eng.	53
Hindsboro.... Douglas.	Orville V. Schaffer. Geom., Alg., Phys., Zool.	1,080	Margarete Gerkin.. Eng., Hist.	Juanita Spyker, Latin, Ger., Alg.....	59
Homer.....	Geo. B. Weisiger...	1,150	H. P. Bangert..... Sc., Ger.	Helen Mitchell, Eng., Hist.; Grace Dexter, Math.....	60
Champaign. Hoopston... Vermilion.	Latin, M. Tr. T. M. Birney.....	1,900	W. R. Lowry.....	E. S. Lancaster, Com. Br.; Ralph W. Stine, Sc.; Ar- die Pierce, Dr.; Edith M. Mann, Mu.; Maude Evins, D. S.; F. Yolande Beall, Hist.; Mary Green, Math.; Lolo P. Heaton, Eng., Hist.; Lucile M. Fenton, Eng.; Blanche Elder, Latin, Ger.....	173
Hull..... Pike.	H. B. Garvin..... Sc., Math.	900	.....	Emma Reinhardt, Lang., Lit.; A. Monroe, Math., Hist.	33
Huntley..... McHenry.	B. A. Streeter..... Math., Com. Br., Penmanship.	1,200	Grace Randall..... Latin, Ger.	Martin O'Brien, Eng., Hist., Sc., Athletics.....	65
Illioopolis... Sangamon.	W. P. Sullivan..... Sc.	1,200	C. Louise Gates.... Math., Latin.	Miriam Knowlton, Eng., Ger., Anc. Hist.; R. O. Johnson, Geog., Econ., Hist., Civics, B. K.....	66
Ipava..... Fulton.	L. W. James..... Eng., Geom., Phys., Agr., B. K.	800	Dora Guthrie..... Hist., Arith., Alg.	Lois B. Coleman, Latin, Eng., Bot., Zool., Physiog.	93
Jacksonville.. Morgan.	.....	.....	Charles E. Collins..	Helen L. Cafky, Asst. Prin., Anc. Hist.; Minnie Balcke, Ger.; Anna G. Brown, M. Tr.; Truman P. Carter, Chem. Zool., Bot., Agr.; Mabel Cowdin, Alg., Writ- ing, Spelling; Anna E. Day, Eng., Latin; M. Bea Ellis, Sten., Typewriting, Anna English, Eng.; W. H. P. Huber, Phys., Physiog.; Sophronia Kent, Latin; Elizabeth Koch, Hist., Civics, Com. Law; Jone S. Keuchler, Math.; Paul E. Morrison, B. K., Hist., Econ.; Ella New- man, Cook; Agnes Roger- son, Sew.; Elizabeth Rus- sel, Eng.; Marie Scott, Eng., Pub. Speaking; Mrs. Ida Smith, Com. Arith., Com. Geog., Writ- ing, Spelling; Janette Taylor, Gym., Writing, Spelling.....	391
Johnston City Williamson.	F. D. Harwood..... Math., Biol.	1,200	C. J. Ramsey..... Ger., Math., Phys., U. S. Hist.	Ethel Stiff, Latin, Eng., Anc. Hist.....	48
Jonesboro.... Union.	F. O. Turner..... Hist., Biol., Phys. Geog.	1,062	Edwin H. Schrieber. Math., Phys., Ger., Anc. Hist.	Margaret Browne, Eng., Latin.	34
Kankakee.... Kankakee.	Franklin N. Tracy..	2,400	William R. Townsley	Mollie D. Butts, Latin; George A. Todd, M. Tr.; Lomira A. Perry, Hist.; John E. Demmer, Sc.; John H. Keys, Com. Br.; Belle Bishop, Sten., Type- writing; Mary Sample, Eng.; Esther Hedquist, Math., Com. Br.; Alma M. Weichers, Ger.; Irene	

CITY AND VILLAGE HIGH SCHOOLS—Continued.

City or town and county.	Name of superintendent.	Annual salary of superintendent.	Principal.	Other high school teachers.	Number enrolled.
Kankakee— Concl'd... Kankakee.	Franklin N. Tracy.		William R. Townsley	B. Wheeler, D. Econ.; Ruth Greenfield, Eng.; Herbert F. Williams Math.; Elizabeth J. Clausen, Asst. D. Econ.; Harry L. House, Asst., M. Tr.; Nathalie Deatrich, Dr.	366
Kansas.....	R. B. Henley.....	\$1,250	Ruth Linder.....	E. May Henley, Eng., Hist.; Bernice C. Nelson, Mu...	68
Edgar.	Latin, B. K.		Math., Sc.	Mabel Hiatt, Latin, Eng...	60
Keithsburg...	R. C. Hiatt.....	1,400	Ethel Stuart.....		
Mercer.	Math.		Sc., Hist.		
Kewanee.....	W. B. Curtis.....	2,730	I. P. Rinkers.....	W. L. Mathews, M. Tr.; Ma- rianne Miller, Mu.; Nelle Barrick, D. S.; B. E. Sprout, Phys., Culture; Minnie Trask, Math.; Alice Crosby, Eng.; Anne Beadle, Ger.; Madge Mc- Kee, Math.; O. E. Tarbox, Com. Br.; Mabel Jones, Geog.; W. F. Fadner, Eng.; R. J. Hamilton, Sc.; Nelle Kennedy, Latin; Margaret Keating, Sten.; Georgia Samuelson, Exp.; Acelia Leach, Sc.; A. I. Farr, Hist.	339
Kinmundy....	Laura E. Fisher....	1,000	Gus A. Spitze.....	Lewis E. Etherton, Hist., Math., M. Tr.; Pauline Baggott, Eng., Hist.	81
Marion.	Eng., French.		Ger., Sc.	Dales Buchanan, Latin, Eng.; Jessie B. Cardiff, D. S., Hist., Civics; Susan B. Guthrie, Mu.; Emma Craig, Dr.	75
Kirkwood.....	H. C. Hiatt.....	1,250	Myrtle Tubbs.....	Arie O. Kenner, Latin, Ger.; Verla S. Giles, Math., Sc.; Helen Ream, Hist., D. S.; Susan Guthrie, Mu.; Mary Emma Craig, Dr.; Lee Anna Hague Lafferty, Pub. Speaking..	115
Warren.	M. Tr., Phys.		Math., Sc., Eng.	Wilma Hagar, Eng., Hist.; Irma White, D. S.	58
Knoxville.....	G. G. Lafferty.....	1,500	Pearl Harris.....	Myrtle Youtz, Math., Ger.; Homer Cravens, Sc., M. Tr.	85
Knox.	Phys., M. Tr.		Eng.	Orpha Jane Detwiler, Eng.; Ernestine Savage, Math., Carol McCurdy, Lang.; Leonard Jones, M. Tr., Sc.	92
Lacon.....	R. A. Scheer.....	1,170	Frank W. Davis....	Lenore Watts, Ger., Latin, Eng.; Alma Glanzner, Hist., Civics, Alg.	62
Marshall.	Math., Physlog., M. Tr.		Latin, Ger., Zool., B. K.	Ruth Wilson, Hist., Ger., Physiog., Chem.	84
LaHarpe.....	J. A. Stewart.....	1,125	Jane Robertson....	Helen Packard, Eng., Ger.; Arey Richards, Sc.; Edna Zellhoefer, Latin, Math.; Joe M. Johnson, Math., M. Tr.	85
Hancock.			Eng., Latin.	Florence Swinton, Latin; Ray P. Harrison, Sc.; Irene Crum, Eng.; Mar- jorie Greenleaf, Mu., Dr. Phys., Culture.	175
Lanark.....	Chas. S. Cobb.....	1,550	Ellen Louise Stoy..	Helen Knisely, Latin, Hist.; Louise Small, Eng.; Belle Doyle, Math., Phys.; Net- tie B. Dement, D. S.	100
Carroll.			Hist., Sc.		
Lebanon.....	T. B. Sullins.....	1,000			
St. Clair.	Sc., Geom.				
Lena.....	F. P. Donner.....	1,400	Elsie English.....		
Stephenson.	Math., Phys., Civics.		Eng., Latin.		
LeRoy.....			Bert Reeves.....		
McLean.			Hist., Civics.		
Lewistown... Fulton	C. B. Smith.....	\$1,200	G. E. Round.....		
	Hist.		Math.		
Lexington.... McLean.	Theodore F. Fieker	1,200	Leila Renner.....		
	Chem., M. Tr.		Ger., Biol.		

CITY AND VILLAGE HIGH SCHOOLS—Continued.

City or town and county.	Name of superintendent.	Annual salary of superintendent.	Principal.	Other high school teachers.	Number enrolled.
Libertyville.. Lake.			F. L. Holch..... Sc., Eng.	H. Louise Cater, Math., Hist.; Alma Lussky, Latin, Ger.	70
Lincoln..... Logan.	H. Ambrose Perrin	2,000	Bert Hudgins..... Math., Social Sc.	Rachael Corwine, Art.; Hildegarte Parker, Mu.; Edna Russell, Latin; W. C. Handlin, Biol. Sc.; Bonnie L. Shoop, Math., Eng.; LeRoy Pierce, Phys. Sc.; Kathleen Shannon, Hist., Eng.; Dorothy Childs, Ger., Eng.; Earl S. Frye, Com. Br.; H. L. Cooke M. Tr.; Bessie L. Edds, D. S., D. Art...	
Litchfield.... Montgomery.	William Hawkes... Hist., Pedagogy.	1,800	J. C. Wiedrich..... Hist., Geom.	Ida J. Russell, Hist., B. K.; Edith Dougherty, Latin, Ger.; Grace Gregg, Alg., Physiog.; Hazel Yaeger, Alg., Eng.; Ruth J. Holmes, Eng.; Ehme Joosten, Sc., Agr.; Lot- ties Boundy, D. S.; Bertha Parkin, Mu., Dr...	250
Loda..... Iroquois.	P. T. Walters..... Zool., Hist., Econ., M. Tr.	1,000	Ethel L. Chapman.. Alg., Geom., Ger., Phys.	Alice I. Chapman, Eng., Latin.	60
McHenry..... McHenry.	A. Edgar Nye..... Math., Sc.	1,300	Phil J. Dorr..... Com. Hist., Athletics.	B. Mae Small, Eng., Latin; Jesse M. Cameron, Mu., Dr.	82
McLean..... McLean.	W. H. Earnhart.... Phys., Gen. Hist., Eng., Hist., Alg.	935	Belle Fairfield..... Eng., Zool., Physiog.	Lucille Macy, Latin, Alg., Geom.	63
McLeansboro. Hamilton.	Louis A. Uhe.....	1,250	O. H. Epperson....	Helen Ruth Hargett, Ger., Latin; W. J. Waller, Com. Arith.....	83
McNabb..... (John Swaney Consoli- dated. School) Putnam.			E. D. Lawrence..... Chem., Phys., Agr.	Elizabeth Hart, Eng., Hist., D. S.; Ruth Priser, Biol., Math., Ger.; Helen Smith, Mu.	47
Macomb..... McDonough	Vernon L. Mangun.	1,800	B. H. Watt..... Alg., Hist., B. K., Phys.	Bella S. Turk, Eng.; Marie E. Carlson, Sc.; Faye E. Smith, Latin, Ger.; G. W. Norman, Hist., Athletics.	173
Madison..... Madison.	J. W. Jackson..... Anc. Hist., U. S. Hist.	1,800	H. H. Janssen..... Ger., Latin, Phys.	E. J. Harrison, M. Tr., Alg., Arith.; D. J. Bos- tick, Eng., Phys. Geog., Bot., European Hist.; Sadie Megowen, Latin, Alg., Geom., Mu.....	68
Magnolia..... Putnam.	Roy L. Davis..... Hist., Eng.	900	Margaret G. Bailey Latin, Ger.	Francis Young, Sc., Math..	31
Mansfield.... Piatt.	Lloyd E. Gohn..... Sc., Latin, Civics.	\$1,100	Ethel A. Ranson.. Alg., Geom., Physiol., Phys- iog., Com. Arith., Anc. Hist.	Lena Christy, Latin, Eng...	49
Manteno..... Kankakee.	C. W. Eaton..... Hist., Alg., Econ., Sc.	1,035	Edna Brand..... Eng., Ger.	Alice du Moulin, Latin, Anc. Hist., Am. Hist., Geom., Alg.....	56
Marengo..... McHenry.	E. A. Gardner.....	1,700	Chas. O. Haskell...	H. C. Herbolzheimer, Sc., Ger.; Alta M. Pond, Hist.; Irene Johnson, Latin; Zenith Lynn Smith, Eng.; Adelaide Brainard, Mu....	114
Maroa..... Macon.	Lee R. Blohm..... Sc.	1,300	Erna Reller..... Latin, Eng.	Elsie Werner, Math., Hist., Ger.....	65
Marseilles.... LaSalle.	E. A. Collins..... M. Tr.	1,600	Elinore A. Bates... Latin, Ger.	Bertha Eykle, Math.; Mary E. Weeks, Sc.; Elsie De-	

CITY AND VILLAGE HIGH SCHOOLS—Continued.

City or town and county.	Name of superintendent.	Annual salary of superintendent.	Principal.	Other high school teachers.	Number enrolled.
Marseilles— Concord... LaSalle.	E. A. Collins..... M Tr.	\$1,600	Elinore A. Bates... Latin, Ger.	Celle, Hist., Latin; Hazel Stevens, Com. Br.; Hazel Clift, Eng., D. S.; Helen Whitmore, Mu.....	85
Martinsville.. Clark.	Harry M. Nickels... Zool., Bot., Phys.	1,000	Harry L. Ryan..... Com. Geog., Econ., B. K., Civics, Com. Law.	June Crow, Alg., Geom., D. S., Eng.; Anna Gallagher, Phys. Culture, Latin, Eng.; Edith Lamb, Hist., Eng., Physiog., Physiol.; Lottie Duncan, Mu.....	85
Mascoutah... St. Clair.	.....	.....	Chas. B. Klingel- hoefer..... Math., Phys.	Z. C. Carson, Hist., Com. Br., Eng.; J. E. Hinchcliffe, Latin, Eng., Biol.; Rev. Wm. H. Schlunkmann, Ger.....	41
Mason City.. Mason.	G. A. Buzzard..... Eng. Hist., U. S. Hist., Civics Econ., Com. Law, Reviews.	1,400	Nettie G. Jencks... Eng., Latin.	Walter H. Eller, Zool., Bot., Phys., B. K., Physiol., Com. Geog., Phys. Geog.; Eula M. Brown, Math.; Hazel M. Bamber, Eng., Anc. Hist., Mu.....	124
Mattoon..... Coles.	J. F. Wiley.....	2,200	H. B. Black.....	Genevieve Moore, Biol., Physiog.; Ethel Keys, Hist., Civics; Eunice Prutsman, Ger., Alg.; Ralph D. Reed, Phys., Chem.; Nina Gresham, Eng., Com. Geog.; Mabel Banta, Latin; Ida Turnbull, Eng.; Margaret Tibbets, Math.; Grace Moffett, D. S.; D. K. Kerrick, M. Tr.....	350
Melvin..... Ford.	W. E. Mayo..... Eng.	1,300	A. T. Arends..... Ger., Math., Hist.	Helen Crawford, Latin, Sc., Hist.....	48
Mendon..... Adams.	G. A. Hillier.....	1,000	Ruth H. Fraser.....	Ruth L. Rieman.....	78
Mendota..... LaSalle.	J. H. Browning.....	1,600	B. J. Dean.....	Myra J. Howes, Math.; Mary L. Coffey, Hist.; Thos. Jordan, Sc.; Rachel Parrish, Latin, Ger.; Essie Neal, Com. Br., Sten.; Lois S. Brown, Eng.	165
Metropolis... Massac.	M. N. McCartney... Rhetoric, Physiog.	1,250	Mrs. R. E. Cutting. Math., Hist.	A. R. Matheny, Sc., M. Tr.; A. B. Liebovitz, Latin, Eng., Gym.; Clara H. Davy, D. S., Hist., Eng.; C. A. Gilbert, Com. Br.; Mrs. C. A. Grantham, Mu.....	.....
Milledgeville. Carroll.	M. C. Turrell..... Ger., Eng., Lit., Shop Work.	1,200	Eathel Cooper..... Latin, Hist., Eng., Comp.	Marion Miller, Math., Sc., Mu.; Amy Waddell Turrell, Household Arts.....	60
Minier..... Tazewell.	Grover Holmes..... Math., Econ.	1,125	Martha Stevens... Eng., Latin.	Glenna Wilkins, Sc., Hist..	41
Minonk..... Woodford.	Guy R. French..... Math., Sc.	1,300	Gretchen Schiffbauer..... D. S., Ger.	Gretchen Sharp, Eng., Hist.; Effie H. Sutton, Latin, Hist., Sc.; Georgia Nettles.	97
Moline..... Rock Island	Lewis A. Mahoney..	2,800	E. P. Nutting.....	Julia E. Gettemy, Eng.; Grace M. Warner, Latin; Emma Melin, Math.; Grace Tunncliff, Latin; Fannie K. Entrikin, Eng.; Bertha E. Denning, Eng.; Estella Gamble, Hist., Eng.; Clara Duisdieker, Shorthand; Matis E. Bloom, Sc.; Ethel Reynolds, Ger.; Clara Kenworthy, Math.; Bernice LeClaire, Eng.; Claudie B. Rice, Eng.; Kate L. Yourex, Eng., Calisthen-	.....

CITY AND VILLAGE HIGH SCHOOLS—Continued.

City or town and county.	Name of superintendent.	Annual salary of superintendent.	Principal.	Other high school teachers.	Number enrolled.
Moline— Concl. . . . Rock Island	Lewis A. Mahoney.	\$2,800	E. P. Nutting.	ics; Truman Jones, Hist.; Frank Austin, B. K., Law; Karl L. Adams, Phys., Chem.; Carl W. Sagen, Hist., Civics; Loyal Til- lotson, Hist., Com. Geog.; Edgar Anderson, B. K., Swedish, Math.; John Mc- Gough, Geom.; Ellen Nys- trom, Penmanship; Adolph Oppenheimer, Calisthen- ics.	690
Momence. Kankakee.	T. B. Johnston. M. Tr.	1,625	E. E. Wheeler. Math., Phys.	Helen V. Stallings, Eng.; Margaret Merwin, Latin, Ger.; Rosa C. Graham, Com. Br.; Estella Shel- don, Sc.; Myrtle Hjuert- stedt, Com. Sc.	120
Monmouth. Warren.	C. E. Joiner.	2,400	Mary M. Findley.	Livonia Hunter, Latin; Hilda Oxy, Latin, Ger.; Vera Paul, Expression; Lena Misener, Eng.; Ralph White, Eng., Athletics; Ruth Green, Eng.; Fern Worrell, Eng.; H. E. Carl- son, Anc. Hist., Civics; Mabel Cowden, Hist.; Edna Thompson, Math.; Ethel Hare, Math.; Lois Barnes, Math.; Harry Andrews, Biol.; Roger Smith, Phys., Sc.; Elmer Orcutt, Com. Br.; Lady Laliaferro, Household Sc.; Leonora Worcester, Household Sc.; E. M. Clifford, M. Tr.; G. E. Whitmore, M. Tr.; Edna Smith, Mu.; Jessie John- son, Orchestra; Lydia Williamson, Art.	461
Monticello. Piatt.	A. W. Gross. Hist.	1,400	Ruby L. Allen. Eng., Math.	Gerritt Colts, Sc.; Mary Anna Hoan, Latin, Ger., Math.; Charles Dean Howk, Hist., Math.; Au- gusta Sewell, Mu.	81
Morris. Grundy.	Edwin D. Martin.	2,000	Lewis C. Robey. Math.	Ada L. Coddington, Com. Br.; Alice W. Cornelius, Latin, Ger.; Florence E. Newell, Sc., Math.; Dulcinea Ashby, Eng.; Herbert D. Hurn, Hist.; Manuel G. Drumm, Sc., Agr., Athletics; Mae E. Kelley, Eng., Pub. Speak- ing; Edith Frame, D. S.; Arthur J. Soderling, M. Tr., Mech. Dr.; Cora E. Lindow, Mu.	258
Morrison. Whiteside.	W. E. Weaver.	\$1,700	Mary L. Barnes. Hist.	Alice Irwin, Eng.; Mar- gueritte Aitken, Latin; Luella Powers, Ger.; Ruth Atley, Math.; Howard Torrence, Sc.; Miss Barker, Mu., Dr.; Louise Brown, Mu., Dr.	161
Morrisonville. Christian.	P. A. Tate. Sc.	1,000	Matilda I. Pinkerton Latin, Math.	Helen S. Safford, Hist., Eng.; Ethel Mundheve, Mu.	44
Mound City. Lowell.	C. L. McCabe. Sc.	1,200	Mary Roberson. Hist., Math.	Edna Lewis, Latin, Eng.	62
H. S. Pulaski.					
Mt. Carmel. Wabash.	A. S. Anderson.	2,000	J. T. Dorris. Hist., Eng.	Frances R. Mitchel, Latin; Belle Joachim, Hist., Phys. Geog., Com. Geog.; Nannie	

CITY AND VILLAGE HIGH SCHOOLS—Continued.

City or town and county.	Name of superintendent.	Annual salary of superintendent.	Principal.	Other high school teachers.	Number enrolled.
Mt. Carmel— Concord... Wabash.	A. S. Anderson.....	\$2,000	J. T. Dorris..... Hist., Eng.	Hall, Sten., Typewriting; Katherine Chase, Eng.; Linder Wood, M. Arts.; Marie Wayne, D. Arts.; Bernice Harrison, Math.; Leslie Bright, Chem., Math.; Jessie Ferris, Eng., Pub. Speaking, Phys. Tr. (Girls); Ralph Condrey, Zool., Bot., Phys.; Ferne Thompson, Mu.....	303
Mt. Carroll... Carroll.	G. V. Clum..... Hist., Civics, Econ., Com. Law.	1,500	Zella Petty..... Latin, Ger.	W. P. Beard, Math., Sc., Agr.; Vevah Flower, Eng.; Marian Robertson, Alg., Anc. Hist., Phys. Geog., Physiol.....	102 67
Mt. Olive.... Macoupin.	Lotus F. Hillman.. Hist., Civ.	1,400	A. B. Black..... Sc., Math.	Marion France, Eng., Latin.	
Mt. Sterling. Brown.	M. L. Test.....	1,350	Clara Louise Doocy Eng., Latin.	Mae Ormsby, Sc., Math.; Ruby Radcliffe, Mu., Hist.	106
Moweaqua... Shelby.	C. W. Yerkes..... Math., Phys.	1,100	Chester F. Lay.... Hist., Civics, Eng., Physiog., Physiol.	Gussie P. Schnieder, Latin, Ger., Eng., Biol.....	79
Murrayville.. Morgan.			J. H. Dial.....	Bessie G. Hart, Hist., Eng.; Edwin R. Clemmons, Latin, Math., Zool.....	50
Naperville... DuPage.	O. H. Waterman...	2,000	V. Blanche Graham Eng.	F. L. Biester, Geom., Phys.; Harry Trautmann, Com. Br.; Elizabeth Bowersox, Latin, Hist.; Eva C. Noelsch, Sc., Alg.; Elsa Petersen, Ger., Eng.; Anna Wilber, Dr.; Claire Tollinger, Mu.....	142
Nashville.... Washington.	W. C. Fairweather. Math.	1,200	Walter W. Krumsick Com. Br., Phys., Ger.	C. Cooper Groves, Latin, Mu.; Lowell E. Roberts, Sc., Hist.; Marguerite Mott, Eng., Hist.....	115
Newton..... Jasper.	C. E. Girhard..... Alg., Geom.	1,200	R. A. Deffenbaugh. Chem., Zool., Bot., Physiog.	E. M. Jasper, Anc. Hist., Physiol., Phys.; Blanche Stephenson, Am. Hist., Civics, Latin; Eva L. Rob- ertson, Eng., Eng. Hist....	118
Nokomis..... Mont- gomery.	W. P. Thacker..... Sc., Math.	1,232	Bessie Patton..... Math., Geog.	Ruth Grimer, Latin, Eng. Hist.; Laura Martin, Ger. Eng.....	98
Normal..... McLean.	Chester F. Miller..	1,900	D. T. Petty..... Math.	Helene Karr, Eng.; Edith Elliott, Eng., Anc. Hist., Eng. Hist., Econ.; Mar- garet Lampe, Latin, Ger.; Nellie Nollen, Sc.; Elbert Jones, Com. Br.; David Lutz, M. Tr.; Louise Car- son, D. S.; Bessie David, D. Art; Harriett Evans, Pub. Speaking; Julia Cris- well, Dr.; Louise Watson, Mu.....	170
Odell..... Livingston.	Melvin V. Lanthorn	1,200	Helen Lyons.....	Geraldine Swarm, Eng., Mu.; Lora Sutton, B. K., Type- writing, D. S.....	36
O'Fallon.... St. Clair.	John Arras.....	1,125	J. F. Snodgrass.... Latin, Sc., Alg., B. K.	Elsa A. Schilling, Ger., Hist., Eng., Civics.....	75
Onarga..... Iroquois.	S. E. LeMarr..... Sc.	1,400	Lillian W. Savage.. Eng.	Francis J. Boyd, Hist., Latin; A. K. Boor, Math., Maude E. Wallace, D. S..	90
Oregon..... Ogle.	F. G. Taylor..... Phys., Mech. Dr.	1,500	Sue L. Wilson..... Chem., Eng. Hist., Am. Lit., Com. Geog.	Cora Potter, Eng.; Carolyn Siefert, Latin, Ger.; Mil- dred Hinds, Math., Sc.; May J. St. John, Hist.....	111
Orion..... Henry.			Arthur L. Lewis.... Math., Phys.	Margaret Condon, Ger., Latin, Eng.; Violet Peter- son, Eng., Hist., Physiog..	55

CITY AND VILLAGE HIGH SCHOOLS—Continued.

City or town and county.	Name of superintendent.	Annual salary of superintendent.	Principal.	Other high school teachers.	Number enrolled.
Palmyra..... Macoupin.	J. B. Ogg..... Phys., Am. Hist. Civics, Mod. Hist., Com. Arith.	\$1,100	Isabelle Smith..... Latin, Math.	Zulieka Mitchell, Eng., Econ.; Selma Sonnemann, Sc., Hist., Household Sc..	103
Paris..... Edgar.	J. G. Moore.....	2,300	T. J. Beecher..... Am. Hist.	E. J. Lang, Manual Arts; Elsie Reed, Household Arts; Nelle Winn, Mu.; J. E. Stokes, Math.; Beryl A. Black, Math.; Hugh F. Bannen, Phys., Chem.; Mildred Boland, Biol., Gen. Sc.; Carolyn Wenz, Eng.; LaRue Dayton, Eng.; Elsia Tate, Eng., Math.; Ella Slemmons, Hist., Econ.; Helen Miller, Ger.; W. W. Keith, Com. Br.; Clara Wolfe, Com. Br.; Mary Lodge, Latin; Ruth Smith, Household Arts, Math.; Nettie Brasher, Librarian.....	410
Paw Paw.... Lee.	Henry E. Cobb..... Phys., Math., M Tr.	1,350	Grace M. Currier... Ger., Latin, Eng. Lit.	Gayle Hufford, Sc., Civics, Agr., Hist.; Blanche Williams, Eng., Lang., D. S.....	67
Paxton..... Ford.	O. J. Bainum..... Eng.	2,000	S. D. Huddleston... Hist., Math.	H. E. Chenoweth, Sc., M. Tr.; Mildred Felmley, Eng.; Helen Cushing, Math.; Marguerite Han- ford, Teachers' Course; Edith Swank, Com. Br., Sew.; Ruth Kaar, Latin, Ger.....	172
Peoria..... Peoria.	Gerard T. Smith...	4,000	A. W. Beasley.....	Dorothy Alfs, French, Span.; Helen M. Belsley, Eng., Latin; R. L. Baker, Mech. Dr.; Charles W. Burnett, Arith., B. K.; Georgia C. Coppock, Latin; Elizabeth F. Cornelison, Alg.; Sue H. Bartlett, Geom.; Emma J. Boynton, Sew.; Thos. F. Crull, Alg., Geom.; Mary E. Culver, Penmanship, Com. Br.; Lois Cutright, Eng.; Eva B. Daily, Com. Geog., Am. Lit., Eng.; Florence Davidson, Hist.; Charles C. Dickman, Hist., Civics, Econ.; Martha Grant, Hist., Eng.; Edward L. Hendrick, Phys.; Edna L. Hermann, Shorthand, Typewriting; A. B. Korb, Ger.; Clarence H. Leder, M. Tr.; Myra J. Misner, Alg., Eng.; Jennie M. Pat- ton, Shorthand, Typewrit- ing; Caroline M. Rice, Eng.; Ada Stewart, Latin; Bertha Sucher, Alg., Eng.; Hertha Tjaden, Cook; Edgar B. Wells, Chem., Zool., Bot.; Clara Willms, Typewriting, B. K.; Rose Woolner, Ger.....	600
Peoria..... (M. Tr. H. S.) Peoria.			W. N. Brown.....	A. A. Atterholt, Gen. Sc., Chem.; F. W. Bennett, Latin, French; Chas. W. Chance, Mech. Dr.; Sidney Cullings, Shop Work, Mech. Dr.; J. A. Graff, Shop Work; B. F. Hazzard,	

CITY AND VILLAGE HIGH SCHOOLS—Continued.

City or town and county.	Name of superintendent.	Annual salary of superintendent.	Principal.	Other high school teachers.	Number enrolled.
Peoria— Concl'd... (M. Tr. H. S.) Peoria.			W. N. Brown.....	Machine Shop; W. F. Henning, Phys.; D. C. Hilling; B. K., Penmanship, Business Forms, Econ.; Chas. F. Kincaid, Geom., Trigonometry; John M. Martin, Short-hand, Typewriting, Penmanship, Business Forms; Chas. G. Mason, Eng.; Herman J. Mercer, Hist.; Paul C. Moon, B. K.; Gloyd W. Wray, Zool.; Clara E. Barclay, Geom., Alg.; Edna M. Brown, Alg., Arith.; Irene O. Bunch, Eng.; Florence Cutright, Latin, Alg.; Helen Douglas, Eng., Physiol.; Edna L. Earnest, Eng.; Flora L. Ebaugh, Hist.; Mary E. Ellis, Alg.; Marion J. Faber, Ger.; Annette E. Fulford, Cook., Sew.; Vera J. Hayes, Eng.; Joanna Irish, Penmanship, Spelling, Arith.; Corienne Illingworth, Spelling, Com. Geog.; Lena A. Kemp, Typewriting; Madge Kirkpatrick, Sew.; Helen E. Mason, Eng.; Elizabeth Persinger, Shorthand; Anna H. Tjaden, Sew.; Ella R. Topping, Eng.; Bertha Case, Supervisor of Cook. Public Schools; Minnie M. Peterson, Supervisor Sewing Pub. Schools; Catherine Lester, Freehand Dr.....	61
Peotone..... Will.			Geo. Lawrence..... Phys., Anc. Hist., Bot., Civics, Physiogr., Physiol.	Bertha Hardy, Eng., Math.; A. L. McCarthy, Latin, Hist.; L. M. Lawrence, Mu.....	59
Petersburg... Menard.	T. H. Finley..... Biol.	\$1,500	Beulah M. Wood... Eng.	Edith Masters, Hist.; Maud Johnson, Math.; Frances Gillespie, Latin; Marjorie Brand, Sc., Mu.; Mark C. Pickrel, Sc.....	138
Pinckneyville Perry.	Chas. J. Beck..... Latin, Hist., Civics, Physiol., Zool.	935	R. R. Kimmell..... Math., Eng., Bot., Hl. Hist.	Lillian Schaub, Latin, Hist., Eng., Alg.....	70
Piper City... Ford.	Bert Lester..... Math., M. Tr.	950	Grace Metz..... Latin, Phys., Physiol., Phys. Geog., Com. Arith.	Gladys Hawkins, Hist., Eng., Sew.....	39
Pittsfield..... Pike.	John C. Reeder.....	1,500	Nellie A. Moore.... Eng.	Lee C. Ball, Com. Br.; Helen L. Wheeler, Hist.; Ethel Harpole, Math.; Vera B. Flack, Lang.; G. F. Poffinberger, Sc.; Vida V. Nighbert, Mu., Dr.....	152
Plainfield.... Will.	H. J. Bassler..... Sc., M. Tr.	1,350	Verne E. Perry..... Latin, Ger., Phys. Geog., Sew.	Hazel Powell, Math., Eng., B. K.; Marie Bissell, Eng., Hist.; Mrs. Minnie Webb Castle, Mu.....	66
Plano..... Kendall.	H. L. Tate..... Math., Hist.		E. C. Coble..... Eng., Bot.	A. L. Guy, Sc.; Byrl Skinner, Lang.....	70
Pleasant Hill. Pike.	Edwd. E. Gulick.... Hist., Ped.	850	Chester Berry..... Latin, Ger., Eng., Sc., Math.		48

CITY AND VILLAGE HIGH SCHOOLS—Continued.

City or town and county.	Name of superintendent.	Annual salary of superintendent.	Principal.	Other high school teachers.	Number enrolled.
Plymouth.... (Hamilton) Hancock.	J. H. Folts..... Sc., Math.	\$1,000	Florence I. McGaughey.... Eng., Lat.	Mary E. Duncan, Hist., Am. Lit.	81
Polo..... Ogle.	C. H. Anderson..... Geom.	1,500	E. L. Davis..... Eng.	Edith C. M. Bray, Math., Hist.; Ruth E. Harp, Com. Br.; Lillie E. Hedeon, Latin, Ger.; E. H. Gaueske, Sc.; C. C. Kane, M. Tr., Athletics; Virginia An- thony, Mu.....	134
Potomac..... Vermilion.	Monroe Melton.... Latin, Com. Br.	1,237	Homer D. McLaren. Hist., Eng., Sc.	Lillis Price, Math., D. S., Mu.....	36
Princeville... Peoria.	W. M. Loy..... Geom., Ger., Phys., Econ.	1,098	Orpha Johnson.... Biol., Alg., Physiog.	Caroline Splinter, Eng., Latin; Viola Wolfe, Hist., Arith., Eng.; W. S. Camp- bell, Mu.....	96
Prophetstown Whiteside.	V. R. McKnight.... Alg., Am. Hist., Phys. Geog., Agr., Phys., Laboratory.	1,300	Cecilia Whelpley.. Alg., Geom., Eng. Lit., Zool.	E. M. Cockrell, Eng., Latin, Ger.; Mrs. Naomi Slocum, Mu.....	70
Quincy..... Adams.	E. G. Bauman.....	2,900	Zens L. Smith.....	Martha Bryant, Eng.; Ella Randall, Eng. Hist.; Ruth Ferris, Eng.; Emma Hol- mer, Eng., Eng. Hist.; Clarence Lineberger, Eng.; U. S. Parker, Civics, Econ.; Edith Stabenan, Am. Hist.; Ella Rogers, Latin; Bessie Darby, Latin; Otto Lang- hauke, Ger.; A. P. Juhl, Geom., Physiol.; Pauline Marshall, Math.; Jessie Brakensick, Math.; C. D. Frank, Bot., Zool.; C. H. Thurmer, Phys., Chem.; Myrtle Schachtsick, D. Art; Jean Henry, D. Art; Pauline Thomason, D. S.; Geo. Taylor, M. Tr., Mech. Dr.; R. D. Dennis, B. K.; W. H. Brazelton, Com. Arith.; Gertrude Vogle, Sten., Typewriting; Vinita Shumate, Com. Geog., Com. Law., B. K.; Maude Harding, Mu.....	430 60
Ramsey..... Fayette.	Lewis Ogilvie..... Math., Latin.	1,000	Frances Morrow.... Eng., Hist.	Emma White, Sc., Com. Br.	60
Rantoul..... Champaign.	E. H. Miller..... Eng.	1,300	Jessie McHarry.... Hist., Latin.	Helen W. Webber, Ger., Math.; Frank A. Parks, Sc.; Chas. Moore, Mu....	110
Raymond.... Mont- gomery.	E. F. Mitchell..... Math., Sc.	1,020	Owen B. L. Wright Hist., Eng., Athletics.	Dorothy Garrett, Latin, Eng.	60
Richmond.... McHenry.	Oswell G. Treadway Sc.	1,300	Pearle C. Marsden. Eng., Latin, Ger.	Marguerite Knudson, Hist., Math.....	52
Rochelle..... Ogle.	Herman Wimmer... Agr.	1,700	Robt. M. Ladd..... Chem., Math.	Bertha Eldred, Eng.; Edith Van de Brogart, Eng., Hist.; Hattie E. Hartley, Sc., Math.; Ida C. Warden, Foreign Lang.; Carrie Priestley, Com. Br.; Ar- thur A. Annis, M. Tr.; Gladys Miner, D. S.; Olive Menz, Mu.; G. E. Weaver, Penmanship; Martha Waite, Dr.....	187
Rock Falls... Whiteside.	E. O. Phares..... Phys., Econ., Arith.	1,500	Luella Cowing..... Math., Sc., Eng. Hist.	Amy Stodola, Eng., Hist.; Fanny Howell, Latin, Ger., Greek Hist., Roman Hist..	68
Rockford.... Winnebago.	R. G. Jones.....	4,250	C. P. Briggs.....	Harriett E. Morse, Math.; D. L. Geyer, Math.; Etta Brown, Math.; Ethel Vin- cent, Math.; A. Blanche	

CITY AND VILLAGE HIGH SCHOOLS—Continued.

City or town and county.	Name of superintendent.	Annual salary of superintendent.	Principal.	Other high school teachers.	Number enrolled.
Rockford— Concord... Winnebago.	R. G. Jones.....		C. P. Briggs.....	Clark, Math.; Mary M. Salstrom, Math.; A. J. Loos, Math.; A. C. Norris, Phys., Chem.; Aleta McEvoy, Phys.; Jennie Waldo, Sc.; Agnes Brown, Sc.; Grace Bull, Sc.; Ruth Coggeshall, Sc.; Teckla Peterson, Sc.; I. J. Mathews, Agr.; D. C. Sprague, Eng.; Isabelle Duffey, Eng.; Alice Burt, Eng.; Lillian Remsburg, Eng.; Stella Peterson, Eng.; Bessie DeBord, Eng.; C. C. Hanna, Eng.; Anne Hunter, Eng.; Mrs. S. L. Thomas, Eng.; A. H. Johnson, Eng.; Lillian VanCleve, Eng.; A. V. Essington, Oratory, Eng.; R. Kittle, Eng., Hist.; Czarina Giddings, Hist.; W. Wuesthoff, Hist.; Mrs. N. H. Stevens, Hist.; Maud Cavanagh, Hist., Anc. Lang.; May Dobson, Anc. Lang.; Hazel Putnam, Anc. Lang., Hist.; Elizabeth Corcoran, Anc. Lang.; O. A. Beyer, Civics, Econ.; J. T. Haight, Com. Arith., Com. Geog.; C. L. Bailey, B. K., Com. Law, Penmanship; W. H. Johnson, Penmanship; H. Snyder, Com. Arith., Penmanship, Accounting; W. L. Moore, Com. Arith., Civics, B. K.; C. M. Finegan, B. K., Accounting, Sten.; Pearl A. Ritchie, Sten.; R. A. Dunn, Sten.; S. E. Zook, Mod. Lang.; C. J. Bergman, Mod. Lang.; M. D. Jones, M. Tr.; H. T. Shrum, M. Tr.; W. H. Haupt, M. Tr.; R. Brightup, Mech. Dr.; Louise Pellens, Mech. Dr.; Margaret Boyd, Art.; Josephine Glidden, D. S.; Virginia Wolcott, D. C.; Helen Comstock, D. S.; Mrs. E. M. Pierce, Mu.; Gertrude L. Hill, Phys. Tr.; F. J. Winters, Phys. Tr.....	1,438
Rock Island.. Rock Island.	E. C. Fisher.....	\$3,000	A. J. Burton..... Orchestra.	Cora L. Eastman, Latin; Georgia First, Latin; Jennie D. Sturgeon, Eng.; Virginia Ballard, Eng.; Hazel Healy, Eng.; Anne E. Ferguson, Eng.; Beryl Titterington, Eng.; Augusta Hellpenstell, Ger.; Alma Buhlig, Ger.; E. F. Burch, Com. Br.; Katherine Ferry, Sten.; Ralph W. Gill, Com. Br.; Florence Grady, Math.; Marguerite Thompson, Math.; Carl Anderson, Math.; Alice Rush, Hist.; John W. Casto, Hist.; William	

CITY AND VILLAGE HIGH SCHOOLS—Continued.

City or town and county.	Name of superintendent.	Annual salary of superintendent.	Principal.	Other high school teachers.	Number enrolled.
Rock Island— Concord... Rock Island	E. C. Fisher.....		A. J. Burton..... Orchestra.	C. Robb, Civics, Hist.; A. G. Hill, M. Arts; L. L. Karns, Shop Work; H. D. Myers, Mech. Dr.; O. F. Achtenhagen, Mech. Dr.; H. H. Hull, Foundry; Florence E. Blazier, Home Econ.; Mary Ann Love, Home Econ.; Abigail Dean, Dr.; S. P. Millett, Printing; Edward M. Starr, Phys., Chem.; A. C. Stanton, Biol.; E. L. Philbrook, Mu.; E. R. Musselman, Phys., Education; Marguerite Congor, Phys. Education; Bessie Bladel, Librarian, Registrar; Mabel Bulgar, Clerk.....	645
Rollo..... (Rollo Consolidated) DeKalb.			Alfred Tate..... Agr., M. Tr.	Lucile W y n e, Mu., Eng.; Jean Richmond, D. S., Eng.; Mildred Van Cleve, Sc.; Vesper Wood, Math., Hist.	42
Roodhouse... Greene.	J. H. Pursifull..... Latin.	\$1,200	S. T. Wallace..... Sc., Math.	Ethel C. Dyer, Hist., Eng.; Blanche Kibler, Math., Hist.	103
Rossville..... Vermilion.	I. A. Smothers..... Math., Phys.	1,700	O. H. Worley..... Hist., Civics, Ger.	Rena Rae Van Fossen, Latin, Eng.; Helen C. Brown, Eng., Biol. Sc.; Bernice Morrow, Mu.	83
Rushville..... Schuyler.	C. E. Knapp..... Phys., Civics, Econ.	1,350	Laura L. Knowles... Math.	Carrie R. Sparks, Hist., Sc.; Grace Wead, Eng.; Gertrude Dallah, Ger., Latin; Frank Battrell, Shorthand, Typewriting, Com. Geog., Com. Law, Penmanship, Arith.; Mary E. Taylor, B. K., Typewriting; Ida B. James, Mu.	187
Rutland..... LaSalle.	R. E. Haines..... Sc., M. Tr.	1,100	Mildred Ross..... Math., Hist.	Katherine Hodgkins, Eng., Latin.	36
St. Anne..... Kankakee.	E. L. Kimball..... Sc., Hist.	1,400	Ruth C. Becker.... Eng., Ger.	Lovina Frizzell, Com. Br.; Emma Park, Math., Eng.	75
St. Charles... Kane.	M. F. McAuley..... Gen. Sc.	2,200	Mary Langwill..... Eng. Hist.	Ethel Darrah, Latin, Ger., Eng.; Grace Bridges, Bot., Zool., Hist.; Jessie I. Frazier, Chem., Phys.; Chelsea Sampson, Math., Eng.	119
St. Elmo..... Fayette.	Chas. E. Knechler.. Zool., Hist.	1,200	Ernest T. Jackson.. Sc., Math.	Leola G. Harding, Eng., Latin, Hist.	70
Salem..... Marion.	H. J. Blue..... Math.	1,400	E. W. Rodgers..... Sc.	Hattie M. Blair, Hist., Math.; Bess Markman, Eng., Ger.; Ferne Reid, Latin, Eng.	135
Sandwich... DeKalb.	W. W. Woodbury...	1,500	Maud Webster..... Eng.	Frances Bailey, Hist., Latin; Erna Pohlmann, Math., Ger.; Robert Graham, Sc.; Nellie Nusser, Com. Br.; Mrs. Norman Ogilvie, Mu.	118
Saybrook... McLean.	Geo. White..... Agr., Alg., Phys., Phys. Geog., Com. Law.	1,200	Frances Hanson.... Eng., Ger., Latin.	Marta Brockaw, Geom., Hist., D. S., Com. Geog., Zool., Bot., Civics.....	75
Shabbona... DeKalb.	O. E. Lowman..... Phys., Agr., Zool., M. Tr.	1,080	Norah Graham..... Eng., Hist., D. S.	Ruth Camertsfelder, Latin, Ger., Math.....	30
Sheffield..... Bureau.	J. H. Martin..... Sc., Hist., B. K.	1,600	R. O. Ball..... Eng., Math.	Edith Boyd, Latin, Ger.; Anna Weimer, Mu., D. S.	72
Shelbyville... Shelby.	A. F. Lyle.....	1,800	H. E. Rosenberg... Latin, Hist.	Bertha Reiss, Ger., Eng.; Hazel Harwood, Math., Phys.; Christine Hartley,	

CITY AND VILLAGE HIGH SCHOOLS—Continued.

City or town and county.	Name of superintendent.	Annual salary of superintendent.	Principal.	Other high school teachers.	Number enrolled.
Shelbyville— Concord... Shelby.	A. F. Lyle.....		H. E. Rosenberg...	Sc.; Paul Theobald, Eng., Math.; Katherine Patterson, D. S.; W. Senn Hoover, M. Tr., Athletics; Eleanor Requarth, Mu....	153
Sheldon..... Iroquois.	P. F. Grove..... Alg., Phys., M. Tr.		J. A. Van Kirk..... Hist., Chem., Econ., Civics.	Ina V. Meredith, Eng., Geom.; Margaret Tomb, Latin, Ger.....	58
Somonauk..... DeKalb.			Warren Hubbard... Phys., Civics, Alg., Geom., Physiol., Shop Work.	Erma McMains, Latin, Ger., Alg.; Lylian Schweitzer, Eng., Anc. Hist., Sew....	55
Sorento..... Bond.	J. E. Morgan..... Alg., Phys., Physiol., Phys. Geog., Bot., Zool.	\$ 850	Miss H. O. Grady... Latin, Ger., Math.	Arthur W. Secord, Eng. Hist., Civics, U. S. Hist.	
Springfield... Sangamon.	Hugh S. Magill, Jr	5,000	I. M. Allen.....	Susan E. Wilcox, Eng.; Mabel A. Kimber, Eng.; Calvin W. White, Eng.; Grace E. Lomelino, Eng.; Clara Robinson, Eng.; Mary E. Scott, Eng.; Caroline E. Foulke, Eng.; Grace W. Birch, Ger.; Mabel Moon, French, Hist.; Abigail Lazelle, French; H. O. Barnes, Math.; Roy Wentz, Math.; Olive Sattley, Math.; Arthur Nevins, Math., Phys.; Ray Bracewell, Math.; Ethel Jean Luke, Latin; Harriet L. Bouldin, Latin; Sarah E. Sheehan, Latin; Edith F. Matheny, Hist.; Louise Welch, Hist.; Louise H. Ross, Hist.; Albert Carver, Phys.; H. F. Schneider, Chem., Phys.; Nettie M. Cook, Bot., Zool.; Francis Abbott, Gen. Sc.; J. J. Klingle Smith, Penman- ship, Arith., B. K.; Lib- bie W. MacLean, Type- writing, Shorthand; E. L. Weber, Arith., B. K.; Laura M. Butler, Libra- rian, Shorthand, Type- writing; Frances Lowen, D. S.; Mabel I. Drake, D. Art.; Mate Lewis, D. S.; A. W. Peterson, Iron work, Printing; W. A. Langley, Mech. Dr.; R. V. Markland, Wood work; Frances B. Gardiner, Mu.; H. L. Wood, Public Speak- ing; Helen Knudson, Dr.; H. J. Betty, Printing; Caroline A. Garrard, Sec- retary.....	1,001
Stanford..... McLean.	C. W. Moore..... Alg., Hist., Econ.	1,100	Mrs. C. W. Moore.. D. S., Eng.	Neelie Beggs, Sc., Geom...	54
Staunton..... Macoupin.	Wm. E. Eccles..... Math., Sc.	1,600	Ellen A. Muir..... Latin, Eng.	Jennie Willoughby, Hist.; Sc.; Jos. G. Howard, Math., Com. Br.....	92
Stockton..... JoDavies.	J. C. Myers..... Latin, Math.	1,200	Emanuel Halbach... Sc., Agr., Ath.	Fern Storm, Sc., Hist., Eng.; Maude King, Eng., Hist.....	86

CITY AND VILLAGE HIGH SCHOOLS—Continued.

City or town and county.	Name of superintendent.	Annual salary of superin- tendent.	Principal.	Other high school teachers.	Number enrolled.
Stonington... Christian.	G. E. Lowry..... Sc.	\$1,000	Nell Blogett..... Eng., Hist.	Ethel McBroom, Math., Latin.....	58
Stronghurst... Henderson.	Walter S. Pope.... Sc., Math.	1,080	Lucile White..... Latin, Eng., Hist.	Harriet St. Clair, Eng., Hist., Sc.....	90
Sullivan..... Moultrie.	B. H. Gault..... Latin, Civics.	1,300	Olive Eden Martin.. Eng.	M. D. Abney, Sc.; O. B. Lowe, Math.; Charlotte Baker, Latin, Ger.; Ger- trude Hill, Hist.; Frank Duncan, Ger., Eng., Mar- vene Campbell, Mu.....	184
Sycamore.... DeKalb.	O. E. Peterson.... U. S. Hist.	1,600	A. G. Umbreit..... Econ., Com. Geog.	Abba Harrington, Eng., Latin; Roberta Amrine, Hist., Ger.; E. D. Wirth, M. Tr., Math.; Anna Scott, Sc.; M. Ruth Thom- son, Eng.; Erna Rob- erts, D. S.; Thora Rovel- stadt, Mu.; Cora Miner, Art.	178
Tallula..... Menard.	Bertha M. Morris.. Eng., Hist., Sc.	900	Lena M. Rogge..... Latin, Math.	Olive M. Kaiser, Phys., Mu., Eng., Hist.....	37
Tolono..... Champaign.	Mellie John..... Latin, Eng.	962	Francis Frost..... Ger., Hist.	Corwin E. Russel, Sc., Math.	40
Toluca..... Marshall.	J. H. Glaeser..... Math.	1,300	Margaret O'Beirne.. Eng., Com. Geog.	Myrtle Stahl, Latin, Ger., Hist.	45
Tonica..... LaSalle.	Jay S. Courtright.. Math. Sc.	1,000	Edith L. Harkins.. Eng., Latin.	Isobel Adam, Hist., D. Art.	42
Towanda..... McLean.	.....	.....	J. J. Hagan..... Ger., Latin, Phys.	Bess M. Cash, Eng., Biol., Hist.; Leah Moore, Math.	35
Tremont..... Tazewell.	J. M. Wilkins..... Math.	956	Florence Skinner.. Eng., Hist.	Olga Coyner, Ger., Sc.....	53
Trenton..... Clinton.	Jefferson Moore.. Phys., Econ., Agr., Eng. Hist., Physiol., Geom., Zool., Bot., U. S. Hist.	900	Mabel V. Gilmore.. Latin, Anc. Hist., Eng., Spelling, Mu., Med. and Mod. Hist.	Carrie G. Meinkoth, Eng., Alg., Civics, Physi ol., Physiog., B. K., Short- hand, Typewriting, Ill. Hist.	49
Tuscola..... Douglas.	W. D. Waldrip.....	1,700	J. Clem Hammond.. Math.	Vera C. Patterson, Eng.; O. Neva Clare Welsh, D. S.; Lucietia Cresssey, Sc.; Madge Myers, Latin; Joyce Farr, Ger., Geog.; F. Ewing Wilson, M. Tr., Hist., Athletics; Letta Ir- win, Eng., Hist.; Hazel Haas, Mu., Dr.....	135
Urbana..... Champaign.	A. P. Johnson.....	2,400	M. L. Flaningam...	F. D. Bowditch, Math.; E. G. Harper, Sc.; L. B. Howell, Sc.; T. B. Crig- ler, M. Tr.; W. H. Car- rier, Com. Br.; L. W. Miner, Ag.; Mamie An- thony, Eng.; Opal Jones, Hist.; Elizabeth Gaynor, Hist.; Mary Bruner, Latin; Lola McClurg, Sc.; Mabel Ricketts, Ger.; Kathleen Roberts, Eng.; Alva Me- laas, Com. Br.; Bess Cline, Math.; Lois Yoder, Eng.; Emma Fahrnkopf, Household Art.; Alice Frazey, Dr.	450
Vandalia..... Fayette.	.....	.....	F. S. Gray..... Math.	Earl C. Rowe, Sc.; R. C. Mahon, Com. Br.; Harold Peterson, Hist., Eng.; Jennie Kidd, Latin, Ger.; Margaret Kelly, Eng. Hist.	142
Vermont..... Fulton.	J. R. Bonton..... Alg., Geom., Phys.	1,300	Marie R. Way..... Eng., Latin.	Alma Richardson, Hist., Bot., Zool., Phys. Geog..	85
Versailles.... Brown.	F. A. Ganzer..... Sc., Ger.	900	Zazel Lent..... Eng., Math.	Ida Barnett, Hist., Civics.	61

CITY AND VILLAGE HIGH SCHOOLS—Continued.

City or town and county.	Name of superintendent.	Annual salary of superintendent.	Principal.	Other high school teachers.	Number enrolled.
Villa Grove... Douglas.	H. L. Dyar..... Geom.	\$1,500	E. O. Franklin..... Sc.	Edith Edgar, Latin, Hist.; Iva O. Beeson, Eng., Ger.; Helen Trevellyan, Mu., Dr.....	85
Viriden..... Macoupin.	Clyde Slone..... Eng. Lit.	1,600		Imogene Murphy, Eng., Hist.; Grace Howell, Latin, Ger.; John A. Mueller, Econ., Hist., Sc., Math.; G. G. Searce, Math., Sc.....	115
Virginia..... Cass.	Henry S. Stice..... Phys., Math.	1,400	Laura Mason..... Eng., Hist., Zool.	Hallie Clem, Latin, Ger.; Ernestine Hillig, M. Tr., Physiog.....	106
Walnut..... Bureau.	Rufus Grigsby..... Latin, Civics.	1,260	E. A. Lansche..... Math., Sc.	Gertrude M. Reid, Eng., Hist.....	70
Warren..... JoDavies.	R. I. Lewis..... Eng., U. S. Hist., Econ.	1,300	F. M. Foster..... Hist., Phys., Physiol., Physiog.	Bessie M. Werrick, Eng., Latin, Ger.....	68
Warsaw..... Hancock.	L. Fairfax..... Math., Physiog.	1,500	Mary J. Johnston... Latin, Eng.	Howard D. Lightbody, Sc.; Eudisia Bardens, Hist...	78
Washington.. Tazewell.	Paul M. Smith..... Political Sc., Math.	1,500	V. G. Catlin..... M. Tr., Sc.	Audrey Dykeman, Latin, Hist.; Ruth Miller, Eng., Ger.....	100
Waterloo..... Monroe.	James E. Raibourn. Phys., Chem., Zool., Bot.	1,395	Charles F. Steiner.. Alg., Geom., Ger., Am. Hist., Civics, Physiol., Physiog.	Edith M. Pierson, Eng., Latin, Alg.; Adelle Sen- nott, Eng., European Hist., Anc. Hist.; Matilda Zimmer, Arith., Reviews, B. K.....	81
Waterman.... DeKalb.	Clifford C. Taylor.. Agr., M. Tr., Math	1,050	Reva Bristol..... D. S., Hist., Eng.	Ruth Sehman, Eng., Latin, Zool., Physiol.....	36
Watseka..... Iroquois.	L. W. Haviland.... Sc.	1,760	Mary J. Laycock.... Eng.	Harry D. Ellis, Latin, Ger.; Eleanor Trace Foster, Math.; Tressa Moore, D. S., Biol.; Violet Briggs, Hist., Sc.; Mary Wills, Eng.; Lois Jacobs, Com. Br.; Alba Mohr, M. Art.; Roy Comp, M. Tr.....	141 47
Wenona..... Marshall.	R. E. Garrett..... Sc., Math.	1,100	Irma Bumgarner... Eng., Math.	Nelda Lamb, Latin, Hist...	
West Chicago DuPage.	H. H. Kirkpatrick.. Eng.	1,900	Laura G. Whitmire.. Eng.	Ruth Closson, Math., Phys., Muriel I. McClure, Sc., U. S. Hist., Anna Hoffert, Ger., Latin, Anc. Hist.; Anna Keeler, Com. Br.; Marie Daly, Mu.....	90
Wheaton..... DuPage.	J. B. Russell.....	2,200	Ellen M. Gregg..... Am. Hist.	Margaret W. Jewett, Math.; Myrtle Reber, Hist.; Alice M. Jenks, Eng.; Bernice Beddow, Bot.; Elaine Fischer, Latin; Louetta Woolfenden, Math., Phys.; Byrna Garrity, Physiog.; Chem., Grace Flack, Eng.; Louise Hartman, Ger., Math., Civics; Josephine Wiggins, B. K., Sten.; F. C. Berry, M. Tr., Phys. Director; Laura Gary, Mu., Art.....	300
White Hall... Greene.	J. B. Hendricks.... Anc. Hist., Am. Hist., Civics, Econ.	1,600	R. G. Smith..... Alg., Geom., M. Tr.	Bernice Huff, Eng.; Hazel Hall, Latin, Ger.; Milerna Schlutins, Chem., Phys., Zool., Bot.; Chas. Short, Alg., M. Tr.; Effie Theo- bald, D. S., D. Art; Physiog., Physiol.....	155
Wilmington.. Will.	Guy W. Bedell..... Hist., Econ., Zool., Bot.	1,400	Christena MacIntyre..... Latin, Hist., Physiol., Physiog.	Paul S. Conklin, Math., Phys.; Edith M. Heath, Eng., Com. Geog., Com. Law.....	51

CITY AND VILLAGE HIGH SCHOOLS—Concluded.

City or town and county.	Name of superintendent.	Annual salary of superintendent.	Principal.	Other high school teachers.	Number enrolled.
Winchester... Scott.	Chas. W. Smith.... Chem., Econ., Civics.	\$1,300	Olive L. Wells..... Hist., Phys., Phys. Geog., Physiol.	Clara Hirtzel, Ger., Eng.; Lois Harris, Math., Latin, Zool., Bot.; Lloyd E. Greiner, Com. Br.; F. C. Gorman, Mu.	104
Wood River.. Madison.	J. W. Morgan..... Econ., Ger., Ex- temporaneous Speaking.	1,500	G. W. Boteron..... Gen. Sc., Bot., Chem., Alg., Geom.	Helen Gibson, Hist., Eng.; Florence Akin, D. Art; Minnie Sand, Dr., Mu. ..	24
Woodstock... McHenry.	R. D. Bardwell.....	1,100	Jessie E. Jewett.... Eng.	Frances H. Preston, Latin, Geom.; Lorette G. Halli- say, Hist., Eng.; Grace E. Potter, Com. Br.; Blanche Jagers, D. S.; Wm. H. Woodhall, Sc., M. Tr., Mech. Dr.; Thos. J. Ghar- rity, Math.; Mary A. New- man, Dr.; William Breach, Mu.	183
Wyandot..... Bureau.	H. A. Lloyd..... Biol., Alg., M. Tr.	1,100	Edith Engvall..... Eng., Ger.	Lucille Reinbach, Hist., Geom., Latin	40
Wyoming..... Stark.	C. W. Pratt..... Eng. Lit., Eng. Hist., Civics, B. K.	1,300	A. Lander..... Math., Sc., Hist.	Mary M. Logeman, Eng., Latin, Ger.	64
Yorkville..... Kendall.	F. W. Ackerman.... Sc.	1,450	Elisabeth M. Hatch Math., Zool.	Elizabeth Doron, Lang., Anc. Hist.; Frieda Nading, Eng., Hist.....	79

RECOGNIZED HIGHER INSTITUTIONS OF LEARNING AND GRADUATES OF RECOGNIZED FOUR- YEAR HIGH SCHOOLS.

Because so small a percentage of high school students ever enter higher institutions of learning, there has arisen a very general protest against making the high school course so essentially a preparation for college entrance.

The justice of this protest has been quite readily admitted by college and university men. But there is always danger that any such popular reaction will overdo itself and there is evidence that we have gone quite far enough in detaching the high school from the higher institutions. We are coming to see that those high school pupils who are intending to enter college have rights which school boards must respect and that it would be as unjust to deprive them, although they be in the minority, of their rights in the modern high school as it was unjust in the old high school to interfere with the rights of those who did not intend to go farther than the high school.

With the establishment by law of a State high school supervisor in 1913, the first authoritative means was provided for advising boards of education concerning the physical and educational equipment of high schools for service to the community. The quick acceptance of this legal authority and the ready adjustment to its requirements has largely quieted those critics who feared that the high school was to be made "a mere gangplank over which children were to be driven into college." But neither the high school supervisor nor those in authority with him overlooked the great loss which would come to secondary education should our high school be completely detached from the lift and incentive of higher education. They have never failed to see nor to acknowledge the great service which those higher institutions have rendered to secondary education. The State University and non-State colleges and universities have given form and quality to high school teaching in Illinois which it would never have had but for their services. It has, therefore, been the desire of the Superintendent of Public Instruction that these mutually helpful relations between secondary and higher institutions shall be strengthened rather than weakened by the plan of State recognition.

With this motive the Superintendent of Public Instruction and the secretary of the Teachers' Examining Board entered into correspondence with the authorities of higher institutions respecting a plan under which those higher institutions would admit all graduates of four-year high schools recognized by the Superintendent of Public Instruction. After some discussion, the Committee on Rela-

tion to Public Education appointed by the Federation of Illinois Colleges presented the statement of a plan with the request that the Superintendent of Public Instruction ask all recognized higher institutions in the State if they would allow the publication of their agreement to admit graduates of recognized four-year high schools under such a plan. Up to the time this matter was printed all of the higher institutions of learning in Illinois, with two exceptions—the State University and Northwestern College at Naperville—had presented their written request to be published under this plan. A statement of this plan and the names of the institutions agreeing to it are given on the succeeding pages.

It is urged that high school principals and teachers inform all students looking forward to entering higher institutions of the details of this plan and that each pupil study carefully the special entrance requirements of the particular institution he desires to enter as set forth in the following pages.

A LIST OF RECOGNIZED HIGHER INSTITUTIONS OF LEARNING THAT WILL ADMIT WITHOUT EXAM- INATION, GRADUATES OF RECOGNIZED FOUR-YEAR HIGH SCHOOLS.

The following recognized higher institutions of learning will admit graduates of recognized four-year high schools who present 15 units of secondary work. It is understood that in order to be admitted to any particular course in a college or to any particular college in a university, the candidate must present the special units of preparation required for that course or college. These special requirements for all recognized colleges and universities in this list are summarized on the following pages, and should be consulted by high school teachers and pupils.

Armour Institute of Technology.	Lewis Institute.
Augustana College.	Lincoln College.
Aurora College.	Lombard College.
Blackburn College.	Loyola University.
Bradley Polytechnic Institute.	McKendree College.
Carthage College.	Monmouth College.
De Paul University.	Northern Illinois State Normal
Eastern Illinois State Normal	School.
School.	Northwestern University.
Eureka College.	Rockford College.
Greenville College.	Shurtleff College.
Hedding College.	Southern Illinois State Normal
Illinois College.	University.
Illinois Holiness University.	St. Viator College.
Illinois State Normal University	University of Chicago.
Illinois Wesleyan University.	Western Illinois State Normal
Illinois Woman's College.	School.
James Millikin University.	Wheaton College.
Knox College.	William and Vashti College.
Lake Forest College.	

ARMOUR INSTITUTE OF TECHNOLOGY.

CHICAGO.

FRANK W. GUNSAULUS,
President.

GEORGE S. ALLISON,
Registrar.

I. Prescribed units:

English	3
Algebra	1½
Plane Geometry	1
Solid Geometry	½
Trigonometry	½
Mechanical Drawing	1
Elementary German	
or	
Elementary French	1
Intermediate German	
or	
Intermediate French	1
History	1
Physics	1
Chemistry	1

II. Electives:

The remaining two and one-half units may be accepted from the following—

French or	Freehand Drawing
German (additional)	English (additional)
Spanish	History (additional)
Latin	Biology

III. Total—Fifteen units.

CONDITIONS.

Candidates failing to receive credit for the fifteen units required, may be admitted conditionally, provided they are not deficient in more than two subjects. Such "conditions," however, must be made up during the freshman year.

AUGUSTANA COLLEGE.
ROCK ISLAND.

GUSTAV A. ANDREEN,
President.

PETER BENZON,
Registrar.

I. Prescribed units :

English	3
Algebra	1
Geometry	1
Foreign language	2
History	1
Science	1

II. Additional units are required for admission to certain courses, as follows :

MATHEMATICAL COURSES :

Algebra	$\frac{1}{2}$
Geometry	$\frac{1}{2}$

GENERAL SCIENCE COURSES :

Science	1
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CLASSICAL COURSES :

Latin	2
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III. Electives :

The remaining number of units may be selected from any subjects counted toward graduation in a Recognized Four-Year High School.

IV. Total—Fifteen units.

CONDITIONS.

No student will be received into the freshman class who lacks more than one unit of the required entrance credits. All entrance conditions must be removed within a year.

AURORA COLLEGE.

AURORA.

ORRIN R. JENKS,
President.

THADDEUS L. STEPHENS,
Registrar.

I. Prescribed units:

English	3
Mathematics	2
Foreign Language	3
History	1
Science	1

II. Electives:

The remaining five units may be selected from any subjects counted toward graduation in a Recognized Four-Year High School.

III. Total—Fifteen units.

CONDITIONS.

No student will be received into the freshman class who lacks more than one unit of the required entrance credits. All entrance conditions must be removed within a year.

BLACKBURN COLLEGE.

CARLINVILLE.

WILLIAM M. HUDSON,
President.

F. W. McCLUSKY,
Dean.

I. Prescribed units:

English	3
Algebra	1½
Geometry	1
Foreign Language	3
History	1
Science	1

II. Electives:

The remaining four and one-half units may be selected from any subjects counted toward graduation in a Recognized Four-Year High School.

III. Total—Fifteen units.

CONDITIONS.

No student will be received into the freshman class who lacks more than one unit of the required entrance credits. All entrance conditions must be removed within a year.

BRADLEY POLYTECHNIC INSTITUTE

PEORIA.

THEODORE C. BURGESS,
Director.

CLARENCE E. COMSTOCK,
Secretary.

I. Prescribed units:

English	3
Mathematics	2½
Foreign Language	2
History	1
Science	1

II. Electives:

The remaining five and one-half units may be selected from any subjects counted toward graduation in a Recognized Four-Year High School.

III. Total—Fifteen units.

CONDITIONS.

No student will be received into the freshman class who lacks more than one unit of the required entrance credits. All entrance conditions must be removed within a year. Students who have not taken two years of foreign language before entering, should meet this requirement in choosing electives.

CARTHAGE COLLEGE.

CARTHAGE.

HARVEY D. HOOVER,
President.

RUNOLFUR FJELSTED,
Registrar.

I. Prescribed units:

English	3
Mathematics	2½
Foreign language	2
History	1
Laboratory Science	1

II. Electives:

The remaining five and one-half units may be selected from any subjects counted toward graduation in a Recognized Four-Year High School.

III. Total—Fifteen units.

CONDITIONS.

No student will be received into the freshman class who lacks more than one unit of the required entrance credits. All entrance conditions must be removed within a year.

DE PAUL UNIVERSITY.

CHICAGO.

FRANCIS X. McCABE,
President.

JOHN C. McHUGH,
Registrar.

I. Prescribed units:

FOR A. B. COURSE:

English	3
Mathematics	2
Latin	3
Greek	2
History	1
Science (Physics)	1

FOR B. S. COURSE:

English	3
Mathematics	3
Foreign language	3
History	1
Science	2

II. Electives:

The remaining three units may be selected from any subjects counted toward graduation in a Recognized Four-Year High School.

III. Total—Fifteen units.

CONDITIONS.

No student will be received into the freshman class who lacks more than one unit of the required entrance credits. All entrance conditions must be removed within a year.

EUREKA COLLEGE.

EUREKA.

HARRY O. PRITCHARD,
President.

SAMUEL G. HARROD,
Registrar.

I. Prescribed units:

FOR A. B. COURSE:

English	3
Mathematics	2½
Latin	4
History	1
Laboratory Science	1

FOR B. S. COURSE:

English	3
Mathematics	2½
German	2
Additional foreign language	1
History	1
Laboratory Science	2

II. Electives:

The remaining three and one-half units may be selected from any subjects counted toward graduation in a Recognized Four-Year High School.

III. Total—Fifteen units.

CONDITIONS.

A student may be admitted to freshman classifications with a deficiency of one and one-half units, provided that the deficiencies are such as can be made up during the freshman year.

GREENVILLE COLLEGE.

GREENVILLE.

ELDON G. BURRITT,
President.

JACOB MOYER,
Registrar.

I. Prescribed units:

FOR A. B. COURSE:

English	3
Mathematics	2½
Latin	4
History	1
Laboratory Science	1

FOR B. S. COURSE:

English	3
Mathematics	2½
Foreign language	3
History	1
Laboratory Science	2

II. Electives:

The remaining three and one-half units may be selected from any subjects counted toward graduation in a Recognized Four-Year High School.

III. Total—Fifteen units.

CONDITIONS.

Candidates for admission whose certificates cover thirteen units or more may be admitted to the freshman class with conditions for the balance of the required number. It is expected that such conditions will be removed during the freshman year.

HEDDING COLLEGE.

ABINGDON.

WALTER D. AGNEW,
President.

JAMES A. WHITTED,
Dean.

I. Prescribed units:

English	3
Algebra	1½
Geometry	1½
Latin	2
History	1
Science (Physics required)	2

II. Electives:

The remaining four units may be selected from any subjects counted toward graduation in a Recognized Four-Year High School.

III. Total—Fifteen units.

CONDITIONS.

No student will be received into the freshman class who lacks more than one unit of the required entrance credits. All entrance conditions must be removed within a year.

ILLINOIS COLLEGE.

JACKSONVILLE.

CHARLES H. RAMMELKAMP,
President.

FREDERICK S. HAYDEN,
Dean.

I. Prescribed units:

FOR A. B. COURSE:

English	3
Mathematics	2
Foreign language	3
History	1
Laboratory Science	1

FOR B. S. COURSE:

English	3
Mathematics	2½
Foreign language	2
History	1
Laboratory Science	1

II. Electives:

Two additional units taken from any of the prescribed subjects.
Three units may be selected from any subjects counted toward graduation in a Recognized Four-Year High School.

III. Total—Fifteen units.

CONDITIONS.

No candidate will be admitted to college as a regular student who is conditioned in more than two entrance units. All conditions must be removed before the end of the sophomore year.

ILLINOIS HOLINESS UNIVERSITY.

OLIVET.

A. L. WHITCOMB,
President.

HENRY R. WARNER,
Registrar.

I. Prescribed units:

English	3
Algebra	1
Geometry	1
Foreign Language	3
History	2
Science	2

II. Electives:

The remaining three units may be selected from any subjects counted toward graduation in a Recognized Four-Year High School.

III. Total—Fifteen units.

CONDITIONS.

No student will be received into the freshman class who lacks more than one unit of the required entrance credits. All entrance conditions must be removed within a year.

ILLINOIS WESLEYAN UNIVERSITY.

BLOOMINGTON.

THEODORE KEMP,
*President.*PEARL C. SOMERVILLE,
Registrar.

I. Prescribed units:

FOR A. B. COURSE:

English	3
Mathematics	2½
Latin	3
History	1
Science	1

FOR B. S. COURSE:

English	3
Mathematics	2½
Foreign language	2
History	1
Science	2

II. Electives:

The remaining four and one-half units may be selected from any subjects counted toward graduation in a Recognized Four-Year High School.

III. Total—Fifteen units.

CONDITIONS.

A student who lacks only two units of meeting the entrance requirements may enter the freshman class conditionally.

ILLINOIS WOMAN'S COLLEGE.

JACKSONVILLE.

JOSEPH R. HARKER,
President.

ALBERT C. METCALF,
Registrar.

I. Prescribed units:

English	3
Mathematics	2
Foreign language	2

II. Electives:

Five units selected from the following groups:

- (1) English.
- (2) Ancient language.
- (3) Modern language.
- (4) Mathematics.
- (5) Science.
- (6) History (including Civics).

Not more than four units will be accepted from any one group.

The remaining three units may be selected from any subjects counted toward graduation in a Recognized Four-Year High School.

III. Total—Fifteen units.

CONDITIONS.

Students deficient in not more than two units may be admitted as conditioned freshmen. This condition must be removed before receiving sophomore classification.

THE JAMES MILLIKIN UNIVERSITY.

DECATUR.

ALBERT R. TAYLOR,
President.

LUCILE M. BRAGG,
Recorder.

1. Prescribed for all Schools:

English	3
Algebra	1
Plane Geometry	1
History	1
(Algebra as a prerequisite for college mathematics).....	1½

Of the units that remain, certain others are also prescribed for admission to individual schools, as follows:

SCHOOL OF LIBERAL ARTS.

Classical.

One foreign language	2
Chemistry or Physics, for those who take College Chemistry	1

Scientific.

Science, including Physics or Chemistry.....	2
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SCHOOL OF EDUCATION.

Foreign language	2
Science	1

SCHOOL OF COMMERCE AND FINANCE.

Foreign language or science.....	2
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SCHOOL OF DOMESTIC ECONOMY.

Foreign language	2
Science, including Physics or Chemistry.....	2

SCHOOL OF ENGINEERING.

Physics	1
Solid Geometry	½

SCHOOL OF FINE AND APPLIED ARTS.

Foreign language	2
------------------------	---

Literary—Music.

Foreign language	2
Music	2

II. Electives:

The remaining number of units may be chosen from the curricula of Recognized Four-Year High Schools, including vocational and technical subjects. See catalog for minimum and maximum credit to be allowed in each.

III. Total—Fifteen units.

CONDITIONS.

Students presenting fourteen units may be admitted conditioned on the remaining unit.

KNOX COLLEGE.

GALESBURG.

THOMAS McCLELLAND,
President.

HERBERT E. GRIFFITH,
Registrar.

I. Prescribed units:

English	3
Algebra	1
Plane Geometry	1
Foreign language	2
History	1
Science	1

II. Electives:

Five of the six remaining units may be distributed among the subjects included in the prescribed list.

One unit will be accepted in any vocational subject counted towards graduation in any Recognized Four-Year High School.

III. Total—Fifteen units.

CONDITIONS.

If a candidate for admission cannot present the total of fifteen units he may be allowed to enter, provided his deficiencies do not amount to more than one and one-half units and he offers all of the specified units as given above. All deficiencies in entrance shall be made up during the first year.

LAKE FOREST COLLEGE.
LAKE FOREST.

JOHN S. NOLLEN,
President.

ROBERT P. SIBLEY,
Registrar.

I. Prescribed units:

English	3
Mathematics	3
Foreign language	4
History	1
Laboratory Science	1

II. Electives:

The remaining four units may be selected from any subjects counted toward graduation in a Recognized Four-Year High School.

III. Total—Sixteen units.

CONDITIONS.

Students may be admitted to freshman classification with a deficiency of two units, or to special classification with a deficiency of three units. This deficiency must be made up by all candidates for graduation.

LEWIS INSTITUTE.

CHICAGO.

GEORGE N. CARMAN,
Director.

PHILEMON B. KOHLSAAT,
Registrar.

I. Prescribed units:

English	3
Mathematics	3
Shop Work	2
Drawing	1
Physics	1

II. Electives:

The remaining five units may be selected from any subjects counted toward graduation in a Recognized Four-Year High School.

III. Total—Fifteen units.

CONDITIONS.

High school graduates who are unable to meet these requirements for enrollment as candidates for the degree are given an opportunity of pursuing such engineering courses as their preparation makes possible. At the same time they may in the academy courses of the Institute make up deficiencies in requirements. Special opportunities for meeting the requirements in mathematics, physics, shopwork, and drawing are furnished by means of the summer school and by afternoon, evening, and Saturday morning classes during the school year.

LINCOLN COLLEGE.

LINCOLN.

JAMES H. McMURRAY,
President.

CHRISTOPHER S. OGLEVEE,
Dean.

I. Prescribed units:

English	3
Mathematics	2½
Foreign Language	3
History	1
Science	1

II. Electives:

The remaining four and one-half units may be selected from any subjects counted toward graduation in a Recognized Four-Year High School.

III. Total—Fifteen units.

CONDITIONS.

No student will be received into the freshman class who lacks more than one unit of the required entrance credits. All entrance conditions must be removed within a year.

LOMBARD COLLEGE.

GALESBURG.

RALPH M. BARTON,
Acting President.

H. S. CARD,
Registrar.

I. Prescribed units:

English	3
Mathematics	2
Foreign language	2
History	1
Science	1

II. Electives:

The remaining six units may be selected from any subjects counted toward graduation in a Recognized Four-Year High School.

III. Total—Fifteen units.

CONDITIONS.

Students may enter on condition with a deficiency of not more than two entrance units, which shall be provided for by examination before November 1 of the sophomore year.

LOYOLA UNIVERSITY.

CHICAGO.

JOHN B. FURAY,
President.

HENRY S. SPALDING,
Regent.

I. Prescribed units:

FOR A. B. COURSE:

English	3
Mathematics	2
Latin	4
Greek	2
History	1

FOR B. S. COURSE:

English	3
Mathematics	3
Foreign language	2
History	1
Science	2

II. Electives:

The remaining units may be selected from any subjects counted toward graduation in a Recognized Four-Year High School.

III. Total—Fifteen units.

CONDITIONS.

No students are admitted with less than 15 units. Students entering the A. B. course without Greek are required to carry Greek during the four years of college work.

McKENDREE COLLEGE.

LEBANON.

HUBER W. HURT,
President.

WILLIAM F. THRALL,
Registrar.

I. Prescribed units:

FOR A. B. COURSE:

English	3
Mathematics	2½
Ancient language	3
History	1
Science	2

FOR B. S. COURSE:

English	3
Mathematics	2½
Foreign language	2
History	1
Science	3

II. Electives:

The remaining three and one-half units may be selected from any subjects counted toward graduation in a Recognized Four-Year High School.

III. Total—Fifteen units.

CONDITIONS.

A deficiency of not more than two units is allowed, provided the deficiencies are not in subjects that are prerequisites to courses prescribed for the first term, and provided they are made up before they are needed, if prerequisites to courses given in later terms. In any case the conditions must all be made up before the close of the sophomore year.

MONMOUTH COLLEGE.

MONMOUTH.

THOMAS H. McMICHAEL,
President.

JOHN H. McMILLAN,
Registrar.

I. Prescribed units:

FOR A. B. COURSE:

English	3
Mathematics	2½
Greek or Latin	3
History	1
Laboratory Science	1

FOR B. S. COURSE:

English	3
Mathematics	2½
Foreign language	2
History	1
Laboratory Science	2

II. Electives:

The remaining four and one-half units may be selected from any subjects counted towards graduation in a Recognized Four-Year High School.

III. Total—Fifteen units.

CONDITIONS.

A student may be admitted to tentative college standing if he has not more than eight semester hours, or one high school unit of unfinished preparatory work.

NORTHWESTERN UNIVERSITY.

EVANSTON.

ABRAM W. HARRIS,
President

C. S. MARSH,
Registrar.

I. Prescribed units for College of Liberal Arts:

English	3
Algebra	1
Geometry	1
Latin, Greek, French, German.....	$\left\{ \begin{array}{l} 3 \text{ units in any one} \\ \text{or} \\ 2 \text{ units in each of two.} \end{array} \right.$

II. Electives:

The remaining seven or eight units may be selected from any subjects counted toward graduation in a Recognized Four-Year High School, provided that no subject is presented for less than a half unit of credit. Vocal music and physical training are not recognized for credit.

III. Total—Fifteen units.

CONDITIONS.

A condition of not more than one unit may be allowed to a candidate ranking above the lowest quarter of his high school class, but no condition is allowed in the prescribed English, algebra or geometry. Deficiencies in entrance credits may be made up by examination before admission, at the examinations of the College Entrance Examination Board in June, or at the regular entrance examinations held at this university in September. All entrance deficiencies must be made up before the beginning of the second year of residence.

ROCKFORD COLLEGE.

ROCKFORD.

JULIA H. GULLIVER,
President.

LORENA M. CHURCH,
Registrar.

I. Prescribed units:

FOR A. B. COURSE:

English	3
Mathematics	2½
Latin	4
History	1

FOR B. S. COURSE:

English	3
Mathematics	2½
Foreign language, chosen from any two of the following:	
Latin or Greek.....	2
German or French.....	2
History	1
Science	1

II. Electives:

The remaining three and one-half or four and one-half units may be selected from any subjects counted toward graduation in a Recognized Four-Year High School.

III. Total—Fifteen units.

CONDITIONS.

Students who present thirteen of the fifteen required units may be admitted on condition. Such students must make up these conditions by the beginning of the third year.

SHURTLEFF COLLEGE.

ALTON.

GEORGE M. POTTER,
President.

DAVID G. RAY,
Registrar.

I. Prescribed units:

FOR A. B. COURSE:

English	3
Mathematics	2
Latin	4
History	1
Science (Physics)	1

FOR B. S. COURSE:

English	3
Mathematics	3
Latin	2
German or French.....	2
History	1
Science (Physics)	1

II. Electives:

The remaining three or four units may be selected from any subjects counted toward graduation in a Recognized Four-Year High School.

III. Total—Fifteen units.

CONDITIONS.

Students will be admitted with conditions of not more than one unit, and these conditions must be removed before the close of the sophomore year.

ST. VIATOR COLLEGE.

BOURBONNAIS.

J. P. O'MAHONEY,
*President.*J. V. RHEAMS,
Registrar.

I. Prescribed units:

FOR A. B. COURSE:

English	3
Algebra	1
Geometry	1
Greek	2
Latin	4
History	2

FOR B. S. COURSE:

English	3
Algebra	1½
Geometry	1
Latin	2
Science	4

II. Electives:

The remaining two or three and one-half units may be selected from any subjects counted toward graduation in a Recognized Four-Year High School.

III. Total—Fifteen units.

CONDITIONS.

Two conditions, to be worked off during the first year, are allowed.

UNIVERSITY OF CHICAGO.

CHICAGO.

HARRY P. JUDSON,
President.

WALTER A. PAYNE,
Recorder.

I. Prescribed units:

- (a) English 3
- (b) Seven (7) units selected from the following groups including at least 3 units from one of these groups and 2 from another:
 - (1) Sciences.
 - (2) Mathematics.
 - (3) Foreign languages.
 - (4) History, Civics and Economics.

II. Electives:

The remaining five units may be selected from any subjects counted toward graduation in a Recognized Four-Year High School.

III. Total—Fifteen units.

Any combination of the subjects within each group is permitted, but not less than one-half unit in any subject may be offered. Not less than one unit may be offered in algebra, plane geometry, physics, chemistry, or a language; if two units or three units are offered from group (3), they must all be in one language.

No student will be accepted whose average grade in the prescribed subjects is not higher than the passing mark of the school by at least 25 per cent of the difference between that mark and 100.

From schools not members of the North Central Association of Secondary Schools and Colleges only students of high standing recommended by the principal as representative of the best work of the school will be accepted without examination.

WHEATON COLLEGE.

WHEATON.

CHARLES A. BLANCHARD,
President.

ELSIE S. DOW,
Registrar.

I. Prescribed units:

English	3
Algebra	1
Geometry	1
Foreign language	2
History	1
Civics	$\frac{1}{2}$
Laboratory Science	1

II. Electives:

The remaining five and one-half units may be selected from any subjects counted toward graduation in a Recognized Four-Year High School.

III. Total—Fifteen units.

CONDITIONS.

No students with an entrance deficiency of more than one unit will be classed as a freshman nor be advanced to the sophomore class with more than one-half unit of entrance deficiency, nor beyond the sophomore with any such deficiency.

WILLIAM AND VASHTI COLLEGE.

ALEDO.

WARD L. RAY,
President.

GEORGE F. BAUMEISTER,
Registrar.

I. Prescribed units:

English	3
Mathematics	2½
Foreign Language	2
History	1
Science	1

II. Electives:

The remaining five and one-half units may be selected from any subjects counted toward graduation in a Recognized Four-Year High School.

III. Total—Fifteen units.

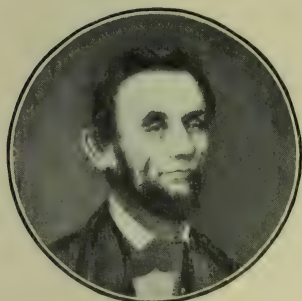
CONDITIONS.

It should be noted that a student may offer the full fifteen units, and thus be entitled to freshman standing who has found it impracticable to elect such studies as would enable him to proceed with certain freshman subjects. To meet the needs of such students, especially of those who are deficient in a language, the College will give credit for the necessary sub-freshman work taken after entrance as collegiate elective work. Such an arrangement makes it possible for the student to begin Latin, French or German in the freshman year.

In case the student offers more than the prescribed amount of any subject, the excess may be credited to him on his college course. The College, however, reserves the right to determine whether or not the work presented for additional credit has been of such grade as to justify the giving of advanced credits.

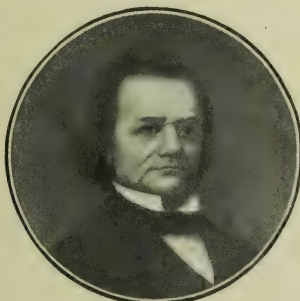
Students having not more than two entrance conditions nor more than one condition in any subject may enter as freshman, but all conditions must be removed by the beginning of the junior year.

Memorial Day



LINCOLN

Illinois



DOUGLAS

1916



GRANT

Illinois Public Schools

MEMORIAL DAY

May Thirtieth

1916



CIRCULAR

102

COMPILED BY

H. T. SWIFT

Department of Publicity

UNDER DIRECTION OF

FRANCIS G. BLAIR

Superintendent of Public Instruction

[Printed by authority of the State of Illinois.]



SCHNEPP & BARNES, STATE PRINTERS
SPRINGFIELD, ILL.
1916.

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STATE CAPITOL.

ILLINOIS CENTENNIAL.

TO TEACHERS AND PUPILS:

In 1918 Illinois will celebrate the hundredth anniversary of its statehood. Every teacher and pupil in the schools of the State should have a part in that celebration. Scholars and artists will use their learning and powers to recreate the great events of our history. Brush and canvas, chisel and stone will reembody for us some of the men who wrought mightily to lay the foundations of this commonwealth. Volumes will be written to revive the life and spirit of the pioneers. Orators will breathe into the nostrils of a dead past the breath of a new life. In great pageants and plays we shall see the glorious history of Illinois pass before us.

All of which will be very right and proper as an expression of our honor and respect for a State with such traditions and such achievements. But no scholar, no artist, no orator can make such worthwhile and abiding contributions to this celebration as the teacher. It is hers to write these precious records in thoughts of boys and girls. Only her brush can touch the canvas of the child's imagination until it is radiant with the dreams and visions of the past. Out of the quarries of their hearts and minds she must dig and carve the imperishable forms of the heroic men and measures of bygone days. Into the throbbing, growing ideals of their lives she alone can breathe the spirit of the past, the present and the future. Whether in the crowded buildings of our great cities or in the little one-room school in the open country, the teacher will erect the most fitting and most abiding memorials to the greatness and worth of our past history.

To assist teachers in this great work the Memorial Day Annual will, for three issues, carry matter and suggestions relating to the Centennial Celebration. This issue is given over to three great Illinoisans, Lincoln, Douglas and Grant.

J. G. Blair
Superintendent.

PREPARATION FOR THE CENTENNIAL.

The General Assembly has created two commissions, whose work is to prepare for the celebration of the hundredth anniversary of the birth of the commonwealth.

The first of these commissions, called the Centennial Building Commissions, consists of—

Governor Edward F. Dunne, (ex officio).

Secretary of State Lewis G. Stevenson, (ex officio).

Superintendent of Public Instruction, Francis G. Blair, (ex officio).

President State Historical Society, Dr. Otto L. Schmidt, (ex officio).

President Historical Library Board, Dr. E. B. Greene, (ex officio).

Hon. Arthur M. Fitzgerald, Springfield } appointed by the Governor.
Hon. George Pasfield, Jr., Springfield }

Organization of the Commission:

Lewis G. Stevenson, *President*.

Arthur M. Fitzgerald, *Secretary*.

The object of this commission is to acquire land and erect a building thereon which shall be occupied in time by the office of the Superintendent of Public Instruction, the State Historical Library, the State Historical Society, the State Library, Memorial Hall, the State Archives, and other related matters.

It is not the intention that the entire building shall be erected at once. The Legislature has appropriated \$125,000 which added to \$100,000 raised by the citizens of Springfield and to the amount realized on the sale of houses on the purchased land, will enable the commission to purchase the land and to erect a portion of this educational building, which will be dedicated in 1918 as the Centennial building.

The act creating this commission designates the tract of ground which shall be purchased and gives the commission power to condemn. The tract described lies between South Second and Spring Streets and between Charles and Edwards Streets. On this tract of land is the old Edwards home in which Abraham Lincoln and Mary Todd were married.

The second commission created by the Legislature is the Illinois Centennial Commission. Its duties are:

1st. To arrange for and conduct a celebration in honor of the Centennial of the admission of the State of Illinois to the Federal Union.

2d. To compile and publish a commemorative history of the State.

3d. To report to the fiftieth General Assembly the arrangement for such celebration.

This committee as appointed by the Governor and organized is as follows:

Dr. Otto L. Schmidt, Chairman, 38 South Dearborn Street, Chicago.

Mrs. Jessie Palmer Weber, Secretary, Statehouse, Springfield.

Hon. Hugh S. Magill, Jr., Leland Office Building, Springfield.

Prof. E. B. Greene, 315 Lincoln Hall, Urbana.

Judge Thomas F. Scully, County Building, Chicago.

Hon. John E. Traeger, County Building, Chicago.

Rev. Frederick Siedenburgh, 617 Ashland Block, Chicago.

Hon. Oscar W. Eckland, 6410 Kenwood Avenue, Chicago.

Hon. Nicholas S. Duncan, LaSalle.

Hon. M. J. Daugherty, Galesburg.

Hon. John Schultz, Beardstown.

Hon. Peter A. Waller, Kewanee.

Rev. Royal W. Ennis, Hillsboro.

Dr. Edward Bowe, Jacksonville.

Dr. Charles H. Starkel, Belleville.

Further, the Legislature has authorized the State Art Commission to erect on the Capitol grounds of Springfield, statues of Abraham Lincoln and Stephen A. Douglas as one of the great features of the Centennial Celebration. The Art Commission has secured the services of two eminent sculptors and the work is going forward.

Every effort will be made by the various commissions to create a State wide interest in this centennial anniversary. Much of the permanent good which comes out of such a celebration must come through the work of our schools and educational institutions.

THE PRAIRIE STATE.

The prairies of the silent past
 Have risen in their might,
 And human hearts by millions here
 Have met the world's delight!
 In all the joy and moan of time
 Our crested shield shall be,
 The eagle's poised and burnished wings
 And flag of liberty!

Refrain.

Awake, and sing the land we love,
 And life's bright dream of joy,
 The Prairie State of kindly fate,
 Our dear old Illinois!

The native violet, still blooms
 In glory of the spring,
 Mid haunts where waking prairie larks
 In notes of transport sing!
 On happy breasts may it be worn,
 And cheer each heart forlorn—
 Blue violet of Illinois
 In dew and beauty born!

Great Lincoln wrought for humankind
 In early Illinois,
 And reared a throne for humble worth
 That time can not destroy;
 Age after age his Springfield home
 Shall myriads revere,
 And pilgrims bow uncovered heads
 To dust that resteth here!

The noble lives that here went down
 Have left an afterglow,
 And promise of to-morrow fair
 The Prairie State shall know;
 With flowers of gratitude we'll deck
 Each lone or shafted mound,
 That watches toward thy eastern sky
 With flush of morning crowned!

Long as Chicago towers in strength
 And Michigan doth roar,
 And Father of the Waters moves
 Along thy glorious shore,
 For thee, for thee eternally
 Is love naught can destroy,
 And true hearts be thy bulwarks strong,
 Oh, dear old Illinois!

—John F. Howard, *Silver Lake Assembly, New York.*



BIRTHPLACE OF ABRAHAM LINCOLN.

LINCOLN'S LIFE AS WRITTEN BY HIMSELF.

The compiler of the "Dictionary of Congress" states that while preparing that work for publication in 1858, he sent to Mr. Lincoln the usual request for a sketch of his life, and received the following reply:

"Born February 12, 1809, in Hardin County, Kentucky.

"Education defective. Profession a lawyer. Have been a captain of volunteers in Black Hawk War. Postmaster at a very small office. Four times a member of the Illinois Legislature, and was a member of the lower House of Congress.

"Yours, etc.,

"A. LINCOLN."

LINCOLN'S AUTOBIOGRAPHY.

I was born Feb. 12, 1809, in Hardin County, Kentucky. My parents were both born in Virginia, of undistinguished families, perhaps I should say - My mother, who died in my tenth year, was of a family of the name of Hanks, some of whom now reside in Adams, and others in Macou Counties, Illinois. My paternal grandfather, Abraham Lincoln, emigrated from Rockingham County, Virginia, to Kentucky, about 1781 or '2, where, a year or two later, he was killed by Indians, not in battle, but by stealth, when he was laboring to open a farm in the forest. His ancestor, who were Quakers, went to Virginia from Berks County, Pennsylvania. An effort to identify them with the New-England family ^{of the same name} are as nothing more definite, than a similarity of Christian names in both families, such as, Enos, Levi, Mordecai, Solomon, Abraham, and the like.

My father, at the death of his father, was but six years of age; and he grew up, literally without education. He removed from Kentucky to what is now Spencer County, Ind., and, in my eighth year—He reached our new home about the time the State came into the Union—It was a wild region, with many bears, and other wild animals, still in the woods—There I grew up. There were some schools, so called, but no qualification was ever required of a teacher, beyond "Reading, writing, and ciphering"—~~Reading, writing, and ciphering~~ ^{supposed to understand Latin} to the Rule of Three—If a straggler happened to sojourn in

the neighborhood, he was looked upon as a wizzard— There was absolutely nothing to excite ambition for education. Of course when I came of age, I did not know much— Still somehow, I could read, write, and cipher to the Rule of Three, but that was all— I have not been to school since— The little advances I now have upon this state of education, I have ~~have~~ picked up from time to time under the pressure of necessity—

I was raised to farm work, which I continued till I was twenty-two— At twenty-one I came to Illinois, and passed the first year in Illinois, Macon County— Then I got ^{at that time} to New Salem (then, in Sangamon, now in Menard County, where I remained a year as a sort of blacksmith's store— Then came the Black Hawk war, and I was elected a Captain of Volunteers— a success which gave me more pleasure than any I have had since— I went the campaign, was elected, ran for the Legislature the same year (1832), and was beaten— the only time I ever have been beaten by the people— The next, and three succeeding biennial elections, I was elected to the Legislature— I was not a candidate afterwards. During this Legislative period I had studied law, and removed to Springfield to ~~make~~ practice it— In 1846 I was once elected to the lower House of Congress— Was not a candidate for re-election— From 1849 to 1854, was

inclined, practiced law more assiduously than ever before - Always a whig in politics, and generally on the whig electoral tickets, (making active canvasses - I was losing interest in politics, when the repeal of the Missouri Compromise aroused me again - What I have done since then is pretty well known -

If any personal description of me is thought ~~desirable~~ desirable, it may be said, I am, in height, six feet, four inches, nearly; lean in flesh, weighing, on average, one hundred and eighty pounds; dark complexion, with coarse black hair, and grey eyes - no other marks or scars recollected -

Wm J. W. Free.

Yours very truly
A. Lincoln



Washington, D.C. March 26. 1854

We the undersigned hereby certify that the foregoing statement is in the hand writing of Abraham Lincoln.

David Davis
Lyman Summell
Charles Sumner

THE HUMBLE BIRTH.

[By DENNIS HANKS in the Wanamaker Primer.]

NOTE—Dennie Hanks was a cousin of Nancy Hanks. He lived near the Lincolns in Kentucky and followed them to Indiana and then over into Illinois. He spent his last days in the city of Charleston, Illinois. The language in which he describes his experience is the language of the backwoods of Kentucky. Such men, with bright and vigorous minds may seem ignorant to us because of their true language. The fact that Abraham Lincoln springing from the same stock came to write the pure strong English of the Gettysburg speech furnishes a striking and interesting contrast.

"Tom an' Nancy (Lincoln's father and mother) lived on a farm about two miles from us when Abe was born. I ricollect Tom comin' over to our house one cold mornin' in Feb'uary an' sayin' kind o' slow :

" 'Nancy's got a baby boy.'

"Mother got flustered, an' hurried up her work to go over to look after the little feller, but I didn't have nothin' to wait fur, so I cut an' run the hull two mile to see my new cousin.

"You bet I was tickled to death! Babies wasn't as common as blackberries in the woods of Kaintucky. Mother come over an' washed him an' put a yaller flannen petticoat on him, an' cooked some dried berries with wild honey fur Nancy, an' slicked things up an' went home. An' that's all the nuss'n either of 'em got.

"Folks often ask me if Abe was a good-lookin' baby. Well, now, he looked just like any other baby at fust—like red cherry pulp squeezed dry. An' he didn't improve any as he growed older. Abe never was much fur looks. I ricollect how Tom used to joke about Abe's long legs when he was toddlin' 'round the cabin. He growed out o' his clo'es faster'n Nancy could make 'em."

* * * * *

"Abe never gave Nancy no trouble after he could walk, excep' to keep him in clothes. Most o' the time we went bar'foot. Ever wear a wet buckskin glove? Them moccasins wasn't no protection ag'inst the wet; birch bark with hickory bark soles, strapped on over yarn socks, beat buckskin all holler, fur snow. Abe n' me got purty handy contrivin' things that way. An' Abe was right out in the woods, about as soon's he was weaned, fishin' in the crik, settin' traps fur rabbits an' muskrats, goin' on coon-hunts with Tom an' me an' the dogs, follerin' up bees to find bee trees, an' drappin' corn fur his pappy. Mighty interestin' life fur a boy, but thar was a good many chances he wouldn't live to grow up."

* * * * *

[Article by DENNIS HANKS in *The American Magazine*.]

"I reckon it was thinkin' o' Nancy," says Dennis Hanks, "an' things she'd said to him that started Abe to studyin' that next winter. He could read an' write, Nancy an' me'd l'arnt him that much an' he'd gone to school a spell, but it was nine mile there an' back, an' a pore make-out fur a school anyhow. Tom said it was a waste o' time, an' I reckon he was right. But Nancy kep' urg'in' Abe. 'Abe,' she'd say, 'you l'arn all you kin, an' be some account,' an' she'd tell him stories about George Washington, an' say that Abe had jist as good Virginny blood in him as Washington. Maybe she stretched things some, but it done Abe good.

"Well, me'n Abe spelled through Webster's spellin' book twict before he got tired. Then he tuk to writin' on the puncheon floor, the fence rails an' the wooden fire-shovel, with a bit o' charcoal. We got some wrappin' paper over to Gentryville, an' I made ink out o' black-berry-briar root an' copperas. It et the paper into holes. Got so I could cut good pens out o' turkey buzzard quills. It pestered Tom a heap to have Abe writin' all over everything, but Abe was jist wrapped up in it.

" 'Denny,' he sez to me many a time, 'look at that, will you? "Abraham Lincoln." That stands fur me. Don't look a blamed bit like me.' An' he'd stand an' study it a spell. 'Peared to mean a heap to Abe. When Tom got mad at his markin' the house up, Abe tuk to markin' trees Tom wanted to cut down, with his name, an' writin' it in the sand at the deer lick.

"I reckon Abe'd a' got discouraged about l'arnin' after awhile if it hadn't be'n fur his stepmother. We was all nigh about tickled to death when Tom brung a new wife home. She'd be'n Sairy Bush, an' Tom'd be'n in love with 'er before he met up with Nancy, but her folks wouldn't let Tom have 'er, because he was shif'less. So she married a man named Johnston an' he died. Then her an' Tom got married. She had three children of 'er own an' a four hoss wagon load o' goods; feather pillers an' homespun blankets, an' patchwork quilts an' a chist o' drawers, an' a flax wheel, an' a soap kettle, an' cookin' pots an' pewter dishes.

"Yes, Aunt Sairy was a woman o' propputy an' could 'a' done better, I reckon, but Tom had a kind o' way with the women, an' maybe it was somethin' she tuk comfort in to have a man that didn't drink an' cuss none. She made a heap more o' Tom, too, than poor Nancy did. Before winter he'd put in a new floor, he'd whipsawed an' planed it off so she could scour it; made some good beds an' cheers, an' tinkered at the roof so it couldn't snow in on us boys that slep' in the loft. Purty soon we had the best house in the kentry. Thar was eight of us then to do fur, but Aunt Sairy had faculty an' didn't 'pear to be hurried or worried none.

"She wasn't thar very long before she found out how Abe hankered after books. She heard him talkin' to me, I reckon. 'Denny,' he'd say, 'the things I want to know is in books. My best frien's the man who'll git me one.'

"Well, books wasn't as plenty as wild cats, but I got him one by cuttin' cordwood. Abe'd lay on his stummick by the fire an' read out loud to me an' Aunt Sairy, an' we'd laugh when he did, though I reckon it went in at one ear an' out at the other with 'er, as it did with me. Tom'd come in an' say: 'See here, Abe, your mother kain't work with you a-botherin' her like that,' but Aunt Sairy always said it didn't bother her none, an' she'd tell Abe to go on. I reckon that encouraged Abe a heap.

" 'Abe,' sez I, many a time, 'them yarns is all lies.'

" 'Mighty darned good lies,' he'd say, an' go on readin' an' chucklin' to hisself, till Tom'd kiver up the fire fur the night an' shoo him off to bed.



MURAL PAINTING IN CAPITOL BUILDING SHOWING LINCOLN ON FLAT-BOAT ON SANGAMON RIVER NEAR NEW SALEM.

"This picture is crude and inaccurate. The flatboat built by Lincoln, and by him piloted to New Orleans, was larger than the one here portrayed, and the structure over the dam belittles the real mill. There was not only a gristmill, but also a sawmill. The mill was built in 1829. March 5, 1830, we find John Overstreet averring before the county commissioners 'that John Cameron and James Rutledge have erected a milldam on the Sangamon River which obstructs the navigation of said river;' and Cameron and Rutledge are ordered to alter the dam so as to restore 'safe navigation.' James M. Rutledge of Petersburg, a nephew of the mill owner, helped build the mill, and says: 'The mill was a frame structure, and was solidly built. They used to grind corn mostly, though some flour was made. At times they would run day and night. The sawmill had an old-fashioned upright saw, and stood on the bank.' For a time this mill was operated by Denton Offutt, under the supervision of Lincoln. A few stakes, a part of the old dam, still show at low water."

—From "The Early Life of Lincoln," by *Ida M. Tarbell*, assisted by *J. McCan Davis*.



MURAL PAINTING IN CAPITOL BUILDING SHOWING STREET IN NEW SALEM.

"New Salem was founded by James Rutledge and John Cameron in 1829. In that year they built a dam across the Sangamon River, and erected a mill. Under date of October 23, 1829, Reuben Harrison, surveyor, certifies that 'at the request of John Cameron, one of the proprietors, I did survey the town of New Salem.' The town within two years contained a dozen or fifteen houses, nearly all of them built of logs. New Salem's population probably never exceeded a hundred persons. Its inhabitants, and those of the surrounding country, were mostly Southerners—natives of Kentucky and Tennessee—though there was an occasional Yankee among them. Soon after Lincoln left the place, in the spring of 1837, it began to decline. Petersburg had sprung up two miles down the river, and rapidly absorbed its population and business. By 1840 New Salem was almost deserted. The Rutledge tavern, the first house erected, was the last to succumb. It stood for many years, but at last crumbled away. Salem hill is now only a green cow pasture."

—From "The Early Life of Lincoln," by Ida M. Tarbell, assisted by J. McCan Davis.

"I reckon Abe read that book (Arabian Nights) a dozen times an' knowed all the yarns by heart. He didn't have nothin much else to read, excep' Aunt Sairy's Bible. He cut four cords o' wood onct to git one stingy little slice of a book. It was a life o' Washington; an' he'd lay over the statoots (Statutes) o' Indian half the night.

"We'd get hold o' a newspaper onct in a while, an' Abe l'arned Henry Clay's speeches by heart. He liked the stories in the Bible, too, an' he got a little book of fables some'ers. I reckon it was them stories he read that give him so many yarns to tell. I asked him onct after he'd gone to lawin' an' could make a jury laugh or cry by firin' a yarn at 'em.

"'Abe,' sez I, 'whar did you git so blamed many lies?' An' he'd always say, 'Denny, when a story l'arns you a good lesson, it ain't no lie. God tells truth in parables. They're easier fur common folks to understand an' ricollect.' His stories was like that.

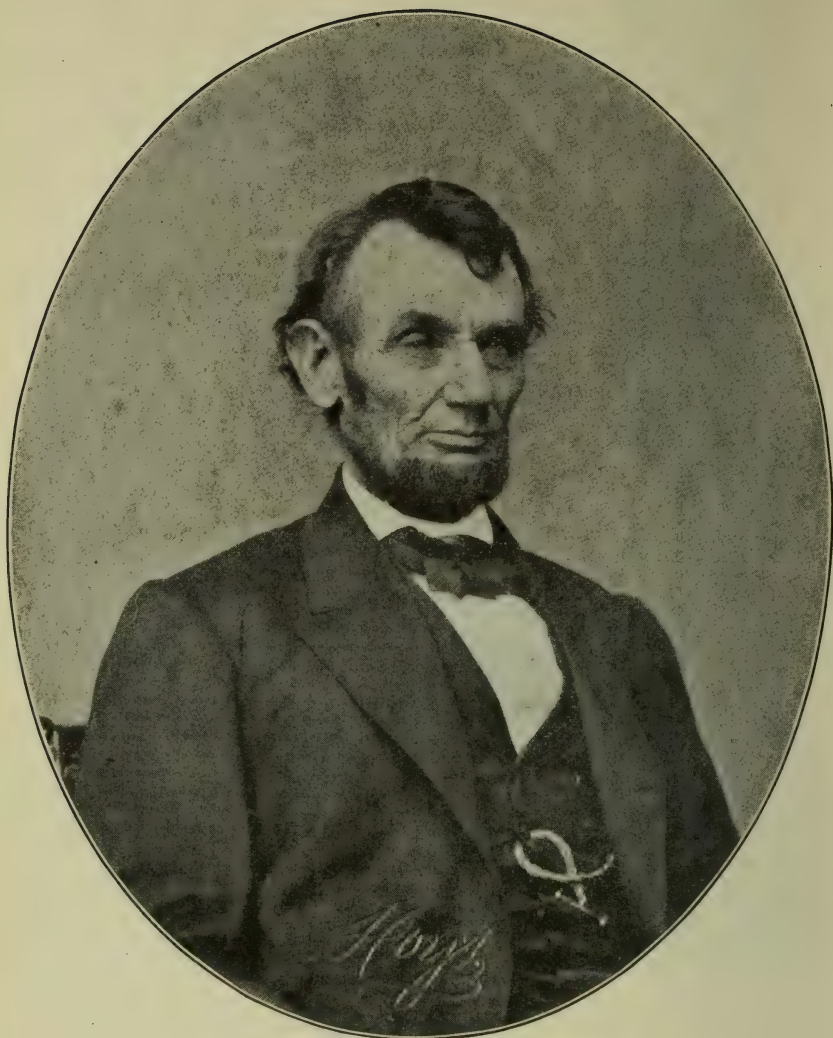
"Seems to me now I never seen Abe after he was twelve 'at he didn't have a book in his hand or in his pocket. He'd put a book inside his shirt an' fill his pants pockets with corn dodgers an' go off to plow or hoe. When noon come he'd set under a tree an' read an' eat. An' when he come to the house at night, he'd tilt a cheer back by the chimbley, put his feet on the rung, an' set on his back-bone an' read. Aunt Sairy always put a candle on the mantel-tree piece fur him, if she had one. An' as like as not Abe'd eat his supper thar, takin' anything she'd give him that he could gnaw at an' read at the same time. I've seen many a feller come in an' look at him, Abe not knowin' anybody was 'round, an' sneak out again like a cat, an' say: 'Well, I'll be darned.' It didn't seem natural nohow, to see a feller read like that. Aunt Sairy'd never let the children pester him. She always declared Abe was goin' to be a great man some day, an' she wasn't goin' to have him hendered.

"You bet he was too smart to think everything was in books. Sometimes, a preacher 'r a circuit-ridin' judge 'r lyer 'r a stump-speakin' polytician 'r a school teacher'd come along. When one o' them rode up, Tom'd go out an' say: 'Light, stranger,' like it was polite to do. Then Abe'd come lopin' out on his long legs, throw one over the top rail, an' begin firin' questions. Tom'd tell him to quit, but it didn't do no good, so Tom'd have to bang him on the side of the head with his hat. Abe'd go off a spell an' fire sticks at the snow-birds an' whistle like he didn't keer.

"'Pap thinks it ain't polite to ask folks so many questions,' he'd say. 'I reckon I wasn't born to be polite. There's so many things I want to know. An' how else am I going to git to know 'em?'"



RESIDENCE OF NINIAN W. EDWARDS IN SPRINGFIELD, ILLINOIS, IN WHICH LINCOLN AND MARY TODD WERE MARRIED NOVEMBER 4, 1842. MRS. LINCOLN DIED THERE JULY 16, 1882.



ABRAHAM LINCOLN.

HIS PHOTOGRAPH.

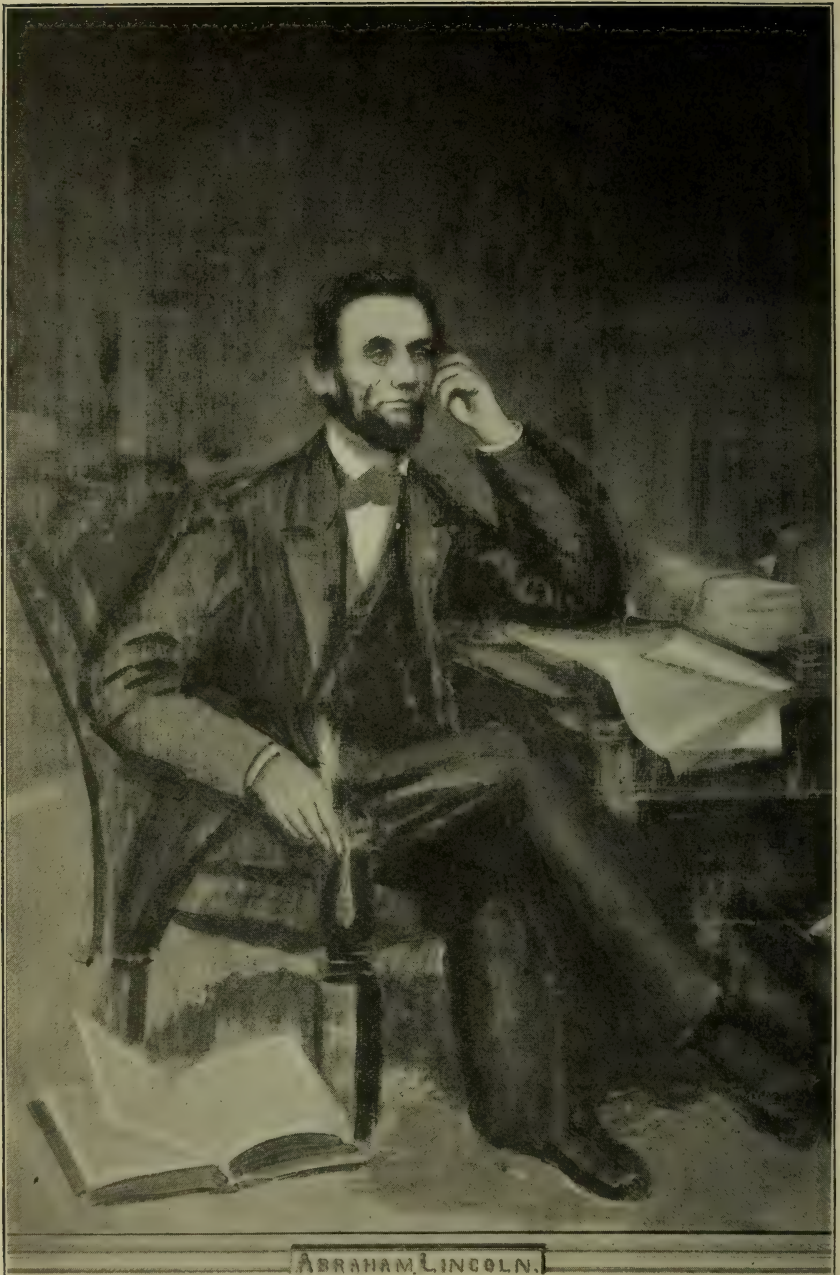
A blend of mirth and sadness, smiles and tears;
A quaint knight errant of the pioneers;
A homely hero, born of star and sod;
A Peasant Prince; a masterpiece of God.

—Walter Malone.

AS WE KNEW HIM.

We claim him as our hero,
 Now that the world has placed
 High on the scroll of fame
 His valiant deeds and honored name,
 It was not always thus.
 We could not understand
 How homely face and awkward form
 Would be immortalized in bronze
 To mark through ages, the memory
 Of one we loved.
 But so it was, his loving heart
 For those oppressed, contained
 The spark which smouldered on
 Until the Nation craved its warmth.
 No wonder that we understood him not,
 When e'en the wisest could not see
 The need of such a man.
 We met him oft upon our busy streets
 His stalwart form and graceless walk
 Claimed special notice because
 He was distinct.
 We did not recognize the man,
 That Kings and Queens so soon would know,
 In height he measured six feet four,
 But that which makes the man
 Cannot be told in inches and in feet.
 His simple words that often
 Reached our ears,
 Seemed commonplace to us,
 But when at Gettysburg,
 He used words just as plain,
 The same became a classic
 To wise and learned men.
 The mighty hand that we so fondly grasped
 The one that wielded well the ax;
 The same hand was that penned the words
 Of freedom to four million blacks.

—A. L. Converse, Springfield, Illinois, February 12, 1913.



OIL PAINTING OF LINCOLN IN HOUSE OF REPRESENTATIVES,
SPRINGFIELD.

THE PERFECT TRIBUTE.

[MARY RAYMOND SHIPMAN ANDREWS.]

On the morning of November 18, 1863, a special train drew out from Washington, carrying a distinguished company. The presence with them of the Marine Band from the Navy Yard spoke a public occasion to come, and among the travelers there were those who might be gathered only for an occasion of importance. There were judges of the Supreme Court of the United States; there were heads of departments; the general-in-chief of the army and his staff; members of the cabinet. In their midst, as they stood about the car before settling for the journey, towered a man sad, preoccupied, unassuming; a man awkward and ill-dressed; a man, as he leaned slouchingly against the wall, of no grace of look or manner, in whose haggard face seemed to be the suffering of the sins of the world. Abraham Lincoln, President of the United States, journeyed with his party to assist at the consecration, the next day, of the national cemetery at Gettysburg. The quiet November landscape slipped past the rattling train, and the President's deep-set eyes stared out at it gravely, a bit listlessly. From time to time he talked with those who were about him; from time to time there were flashes of that quaint wit which is linked, as his greatness, with his name, but his mind was to-day dispirited, unhopeful. The weight on his shoulders seemed pressing more heavily than he had courage to press back against it, the responsibility of one almost a dictator in a wide, war-torn country came near to crushing, at times, the mere human soul and body. There was, moreover, a speech to be made to-morrow to thousands who would expect their President to say something to them worth the listening of a people who were making history; something brilliant, eloquent, strong. The melancholy gaze glittered with a grim smile. He—Abraham Lincoln—the lad bred in a cabin, tutored in rough schools here and there, fighting for, snatching at crumbs of learning that fell from rich tables, struggling to a hard knowledge which well knew its own limitations—it was he of whom this was expected. He glanced across the car. Edward Everett sat there, the orator of the following day, the finished gentleman, the careful student, the heir of traditions of learning and breeding, of scholarly instincts and resources. The self-made President gazed at him wistfully. From him the people might expect and would get a balanced and polished oration. For that end he had been born, and inheritance and opportunity and inclination had worked together for that end's perfection. While Lincoln had wrested from a scanty schooling a command of English clear and forcible always, but, he feared, rough-hewn, lacking, he feared, in finish and in breadth—of what use was it for such a one to try to fashion a speech fit to take a



LINCOLN MONUMENT AT SPRINGFIELD.

LINCOLN.

[By J. T. TROWBRIDGE.]

Heroic soul, in homely garb half hid,
 Sincere, sagacious, melancholy, quaint;
 What he endured, no less than what he did,
 Has reared his monument, and crowned him saint.

place by the side of Everett's silver sentences? He sighed. Yet the people had a right to the best he could give, and he would give them his best; at least he could see to it that the words were real and were short; at least he would not, so, exhaust their patience. And the work might as well be done now in the leisure of the journey. He put a hand, big, powerful, labor-knotted, into first one sagging pocket and then another, in search of a pencil, and drew out one broken across the end. He glanced about inquiringly—there was nothing to write upon. Across the car the Secretary of State had just opened a package of books and their wrapping of brown paper lay on the floor, torn carelessly in a zigzag. The President stretched a long arm.

"Mr. Seward, may I have this to do a little writing?" he asked, and the Secretary protested, insisting on finding better material.

But Lincoln, with few words, had his way, and soon the untidy stump of a pencil was at work and the great head, the deep-lined face, bent over Seward's bit of brown paper, the whole man absorbed in his task.

Earnestly, with that "capacity for taking infinite pains" which has been defined as genius, he labored as the hours flew, building together close-fitted word on word, sentence on sentence. As the sculptor must dream the statue prisoned in the marble, as the artist must dream the picture to come from the brilliant unmeaning of his palette, as the musician dreams a song, so he who writes must have a vision of his finished work before he touches, to begin it, a medium more elastic, more vivid, more powerful than any other—words—prismatic bits of humanity, old as the Pharaohs, new as the Arabs of the street, broken, sparkling, alive, from the age-long life of the race. Abraham Lincoln, with the clear thought in his mind of what he would say, found the sentences that came to him colorless, wooden. A wonder flashed over him once or twice of Everett's skill with the symbols which, it seemed to him, were to the Bostonian a keyboard facile to make music, to Lincoln tools to do his labor. He put the idea aside, for it hindered him. As he found the sword fitted to his hand he must fight with it; it might be that he, as well as Everett, could say that which should go straight from him to his people, to the nation who struggled at his back towards a goal. At least each syllable he said should be chiseled from the rock of his sincerity. So he cut here and there an adjective, here and there a phrase, baring the heart of his thought, leaving no ribbon or flower of rhetoric to flutter in the eyes of those with whom he would be utterly honest. And when he had done he read the speech and dropped it from his hand to the floor and stared again from the window. It was the best he could do, and it was a failure. So, with the pang of the workman who believes his work done wrong, he lifted and folded the torn bit of paper and put it in his pocket, and put aside the thought of it, as of a bad thing which he might not better, and turned and talked cheerfully with his friends.

* * * * *

“FIFTY YEARS AFTER, A REVERIE.”

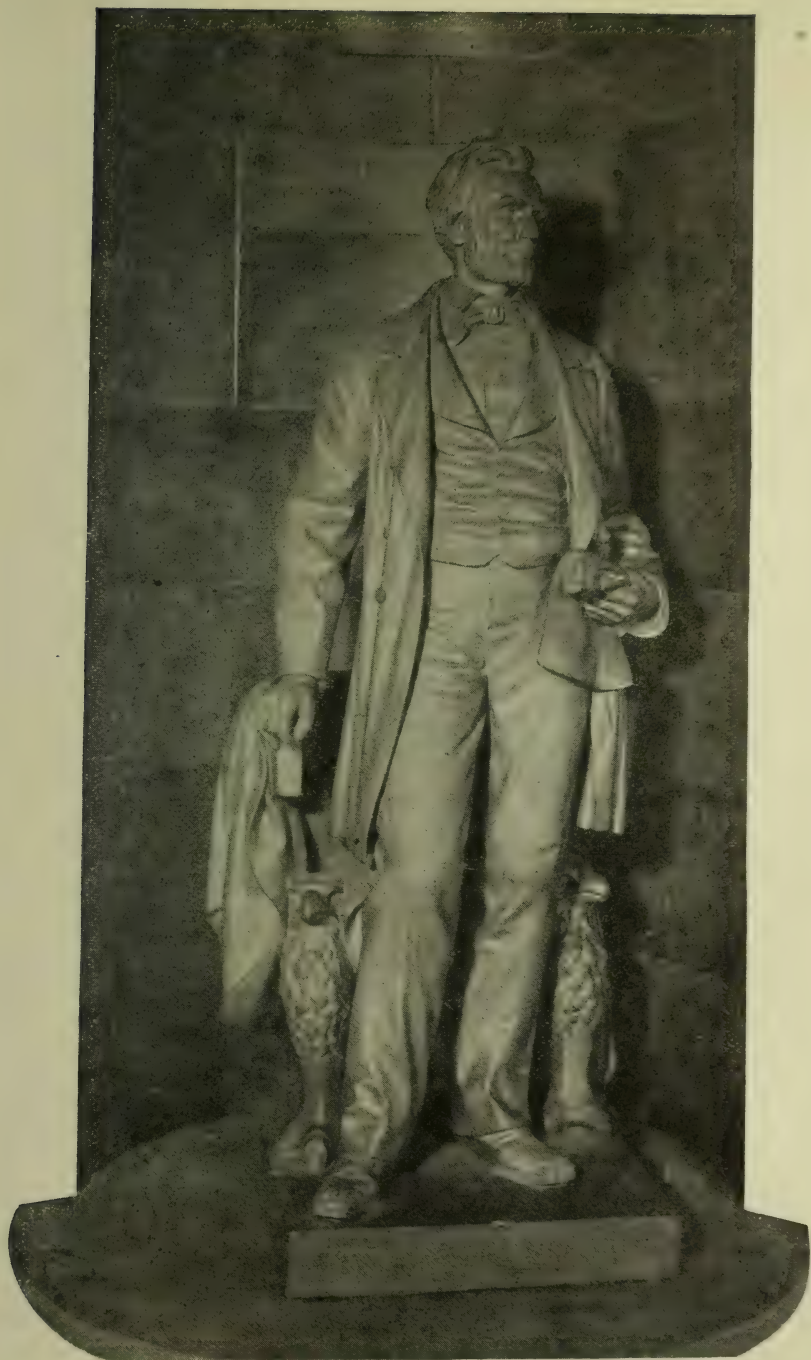
[From “Lincoln at Gettysburg”—CLARK E. CARR.]

On a bright November afternoon of long ago when the autumn leaves were tinged with a thousand hues of beauty, upon an eminence in the midst of a great plain bounded by lofty mountains, I saw a vast concourse of men and women. I saw among them illustrious warriors, gifted poets, and profound statesmen. I saw ambassadors of mighty empires, governors of great commonwealths, ministers of cabinets, men of high position and power. I saw above their heads, upon every hand, a starry banner, dropping under the weight of sombre drapery. I saw men and women standing among new-made graves, overwhelmed with grief which they vainly endeavored to conceal. I knew that I was in the midst of a people bowing under great affliction, of a land stricken with sorrow. I knew that the tide of destruction and death had not ceased to ebb and flow, but that at that moment the fate of my country was trembling in the balance, her only hope in the fortitude and valor of her sons, who were baring their breasts to storms of shot and shell only a few miles away.

I saw standing in the midst of that mighty assembly a man of majestic yet benignant mien, of features worn and haggard, but beaming with purity, with patriotism, and with hope. Every eye was directed towards him, and, as men looked into his calm, sad, earnest face, they recognized the great President, the foremost man of the world, not only in position and power but in all the noblest attributes of humanity.

When he essayed to speak, such solemn silence reigned as when, within consecrated walls, men and women feel themselves in the presence of Deity. Each sentence, slowly and earnestly pronounced, as its full import was apprehended, sank into every patriotic heart, gave a strange lustre to every face, and nerved every arm. In those utterances, the abstract, the condensation, the summing up of American patriotism, were contained the hopes, the aspirations, the stern resolves, the consecration upon the altar of humanity, of a great people.

From the hour of that solemn dedication the final triumph of the loyal hosts was assured. As the Christian day by day voices the sacred prayer given him by his Saviour so the American Patriot will continue to cherish those sublime sentiments and inspired words. While the Republic lives he will continue to repeat them, and while, realizing all their solemn significance, he continues to repeat them, the Republic will live.



MARBLE STATUE OF LINCOLN IN STATEHOUSE, SPRINGFIELD.

ADDRESS ON THE BATTLEFIELD OF GETTYSBURG.

[At the Dedication of the Cemetery, November 19, 1863.]

Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great Civil War, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate—we can not consecrate—we can not hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.

THE SOUTH AND ABRAHAM LINCOLN.

[From "A Tribute from the South," by Hon. JOSEPH T. ROBINSON, U. S. Senator from Arkansas.]

When the spirit of revenge has seized the souls of many then in power; when the South lay at the feet of the Union armies; when the multitudes were crying "Hang the Rebels!" and "Little Tad," God bless his memory, said "No, let's not hang them; let's hang on to them," Mr. Lincoln declared "Tad is right; let's hang on to them; not hang them." Thus was epitomized the policy pursued in the restoration of the seceding states. Thus was exemplified the resolute mercy of him whom the South had hated, but who, unresentfully, stood as a "pillar of cloud by day and fire by night" between what remained of her civilization and destruction. It is for this magnanimous service that the South reverently joins the North in celebrating this occasion; commissions me to bring a white rose plucked by the daughter of a Confederate soldier from a garden blooming in the heart of Dixie. If Mr. Lincoln were now alive there is not a home in all the South that would not give him joyous welcome. The surviving followers of the dauntless Lee, untitled knights in grey, would combine with the scattered fragments of Grant's legion to form his guard of honor.

LINCOLN, THE MAN OF THE PEOPLE.

[EDWIN MARKHAM.]

When the Norn-Mother saw the Whirlwind Hour,
 Greatening and darkening as it hurried on,
 She bent the strenuous heavens and came down
 To make a man to meet the mortal need.
 She took the tried clay of the common road—
 Clay warm yet with the genial heat of Earth,
 Dashed through it all a strain of prophecy;
 Then mixed a laughter with the serious stuff.
 It was a stuff to wear for centuries,
 A man that matched the mountains and compelled
 The stars to look our way and honor us.

The color of the ground was in him, the red earth;
 The tang and odor of the primal things—
 The rectitude and patience of the rocks;
 The gladness of the wind that shakes the corn;
 The courage of the bird that dares the sea;
 The justice of the rain that loves all leaves;
 The pity of the snow that hides all scars;
 The loving kindness of the wayside well;
 The tolerance and equity of light that gives as freely to
 The shrinking weed as to the great oak flaring to the wind—
 The grave's low hill as to the Matterhorn
 That shoulders out the sky.

And so he came.
 From prairie cabin to the Capital,
 One fair Ideal led our chieftain on.
 Forevermore he burned to do his deed
 With the fine stroke and gesture of a king,
 He built the rail pile as he built the state,
 Pouring his splendid strength through every blow,
 The conscience of him testing every stroke,
 To make his deed the measure of a man.

So came the captain with the mighty heart;
 And when the step of Earthquake shook the house,
 Wrenching the rafters from their ancient hold,
 He held the ridge pole up, and spiked again
 The rafters of the Home. He held his place—
 Held the long purpose like a growing tree—
 Held on through blame and faltered not at praise.
 And when he fell in Whirlwind, he went down
 As when a kingly cedar green with boughs
 Goes down with a great shout upon the hills,
 And leaves a lonesome place against the sky.



NANCY HANKS LINCOLN, MOTHER OF ABRAHAM LINCOLN.

Monument Erected to Nancy Hanks Lincoln at Her Grave Near Lincoln City, Spencer Co., Indiana, Through the Generosity of Col. J. S. Culver, Springfield, Ill., From the Old Stone of the Lincoln Monument at Springfield. Monument Dedicated October 1, 1902.

NANCY HANKS.

[From "A Tribute From the South"—by Hon. JOSEPH T. ROBINSON, U. S. Senator from Arkansas.]

Poor Nancy Hanks! For every joy life brought to you, there came a thousand woes! For every day of calm and sun, a year of storm and gloom! Into your grave unspoken went the story of your sorrow and sufferings. Yours was a life of obscurity. To your son was transmitted a heritage of fellowship for common people, a capacity for mighty duties, never one neglected or forgotten. The hardships of humble birth, poverty and toil, gave a color to the life of Mr. Lincoln which never faded, stored in his mind a knowledge of common things, and a familiarity with the trivial achievements and weighty cares of the humble.

LINCOLN.

[By ODILLON B. SLANE.]

From a cabin to the White House,
 And from poverty to power,
 Rose the nation's valiant chieftain
 In that dark and trying hour ;
 When the cry was—"Save the union,"
 When the thunder drums of war
 Filled the soldier heart with courage,
 Rallying thousands from afar.

From a cabin to the White House,
 All his genius could employ
 The heritage that followed,
 From the State of Illinois
 Where he met the giant, Douglas,
 On the platform in our state,
 How they wrestled with each other,
 These great masters of debate.

From a cabin to the White House,
 In the early sixties—when
 The battle cry of freedom
 Had inspired the hearts of men ;
 The chief of a mighty nation,
 With a stroke of his mighty pen,
 Wrote out the Emancipation,
 Breathing liberty again.

From a cabin to the White House,
 Half a century ago,
 From Sumter to Appomattox
 Waged the struggle to and fro ;
 Now advancing—now retreating—
 Now with Sherman to the sea,
 The conflict only ended
 When Grant met General Lee.

From a cabin to the White House,
 And breasting the stars and bars,
 Bearing high our nation's ensign,
 The glorious stripes and stars,
 Increasing true devotion.
 In this land of Freedom's birth,
 Where government of the people
 Shall not perish from the earth.



THE LINCOLN HOME, SPRINGFIELD.

TRIBUTE TO LINCOLN.

A man of great ability, pure patriotism, unselfish nature, full of forgiveness to his enemies, bearing malice toward none, he proved to be the man above all others for the struggle through which the nation had to pass to place itself among the greatest in the family of nations. His fame will grow brighter as time passes and his great work is better understood.

—U. S. Grant.

1775 N STREET,
WASHINGTON, D. C.

April 21, 1916.

MY DEAR MR. BLAIR:

Of course I heartily sympathize with the object of your Memorial Day pamphlet, for the young people of to-day ought to be made to know as much as possible of the great events in our history of fifty years ago, and of the great moral forces by which they were brought about. I am, however, going to ask you to excuse me from writing the letter you suggest; in the years gone by I have taken some part in Memorial Day celebrations because I have thought it my duty as an individual to do so, but always with some hesitation for on such an occasion it is impossible that the part my father took in those events should not be the matter of especial comment and I have always felt more comfortable in leaving to others entirely, speech-making occasions or letter-writing occasions in which the events of his life were apt to be the subject of commendation. Instead of diminishing, this feeling has grown upon me.

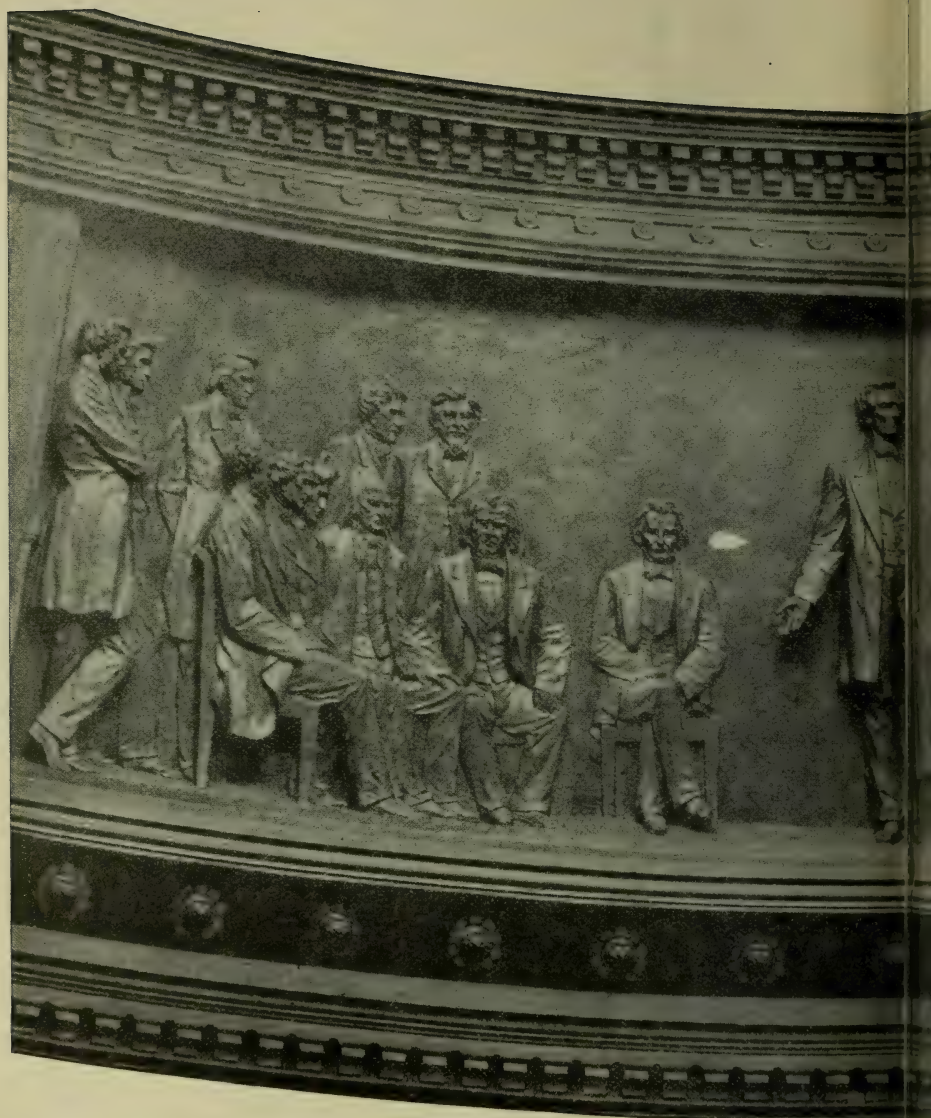
Very sincerely yours,

(Signed)

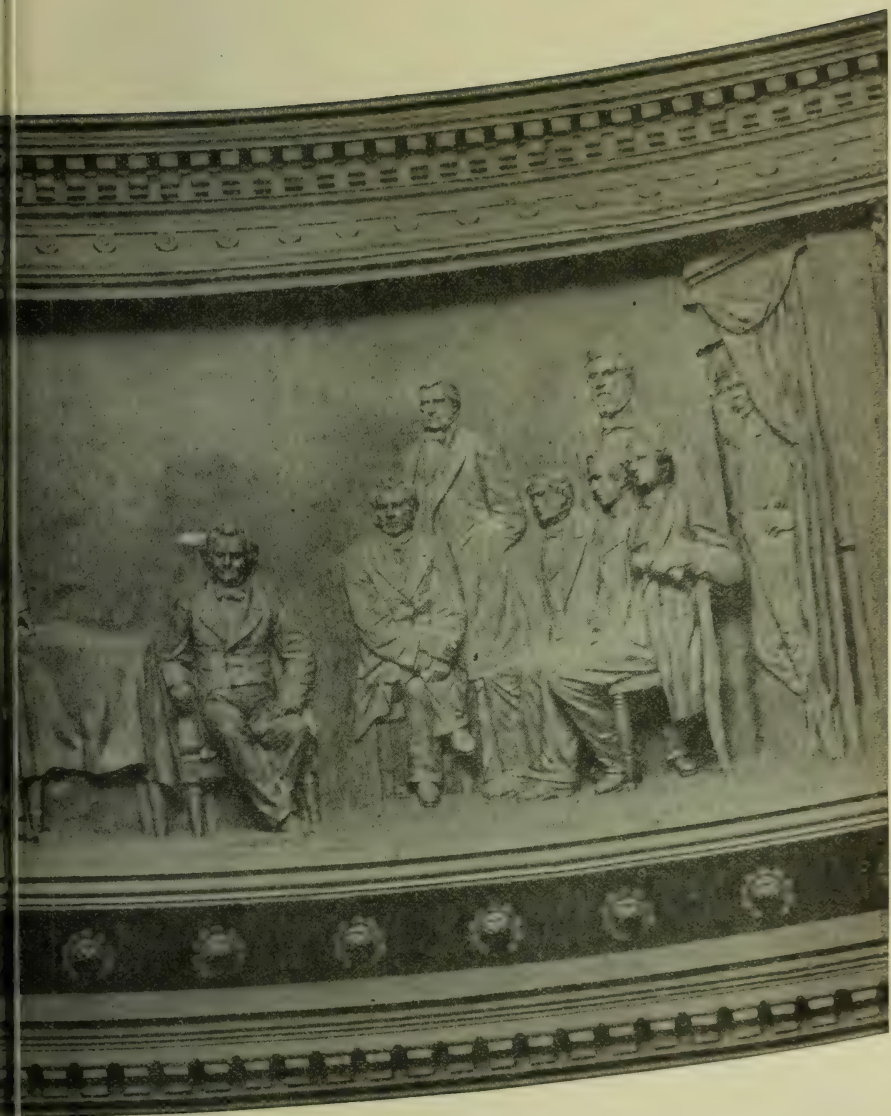
ROBERT T. LINCOLN.

Hon. FRANCIS G. BLAIR,

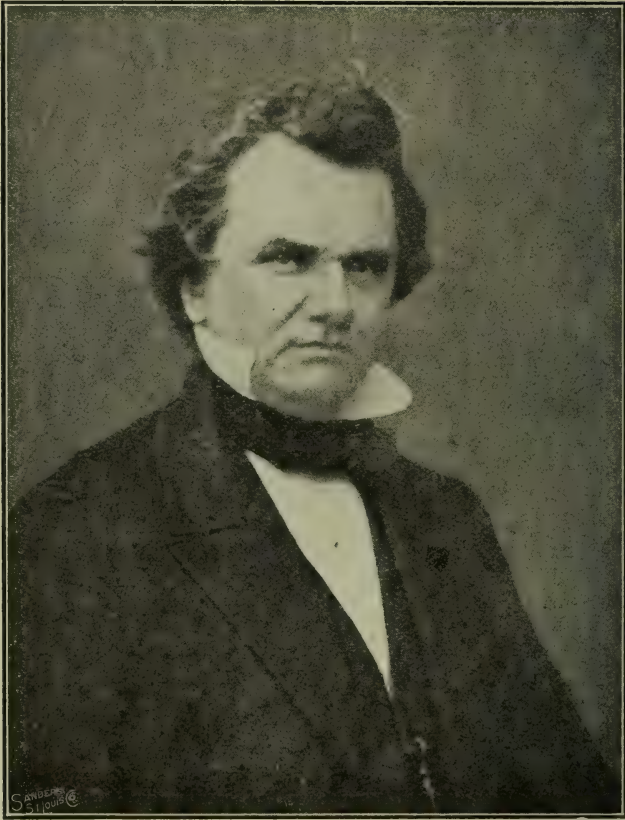
Superintendent of Public Instruction.



MURAL DECORATION IN THE ROTUNDA OF THE CAPITOL BUILDING, SPRINGFIELD,
AT SHELL



D, BY NICOLAI SHOWING THE DEBATE BETWEEN LINCOLN AND DOUGLAS
ELLE.



STEPHEN A. DOUGLAS.

TWO GREAT SONS OF ILLINOIS.

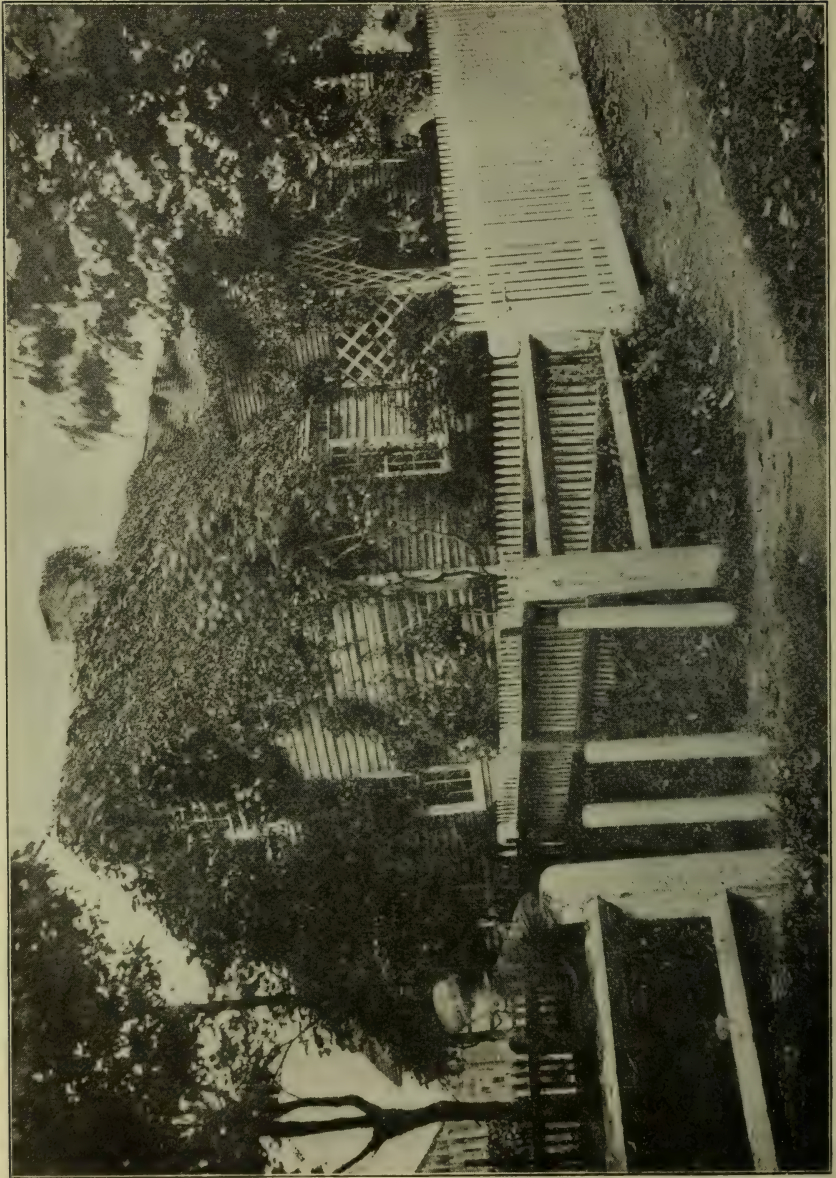
[Hon. EDWARD F. DUNNE Springfield, Ill.]

One hundred years ago, in a little village in Vermont, there was born a man, who, when he arrived at the years of manhood, made his home in the State of Illinois, and who, from the time when he came to this State, until the time of his untimely death in 1861, was one of the great intellectual leaders, not only of the State of Illinois, but of the United States of America.

In the political struggles which attracted the attention not only of this State, but of the whole United States, he became one of the great moving figures, and in his intellectual combats with another great Illinoisan, Abraham Lincoln, he riveted the attention of the whole of the United States upon the issues of his day.

These two great sons of Illinois became so prominent in the political life of the United States that they were both nominated for the highest executive office in the gift of the people of the United States, and after a most memorable struggle, Abraham Lincoln, his competitor, was elected President of the United States.

At this juncture this nation was faced with a situation full of peril, if not complete extinction, and upon that great occasion the man whose name we now meet to commemorate, proved himself a patriot among patriots, and next to Abraham Lincoln, himself, did more for the preservation of the integrity of the United States than any other man within its confines.



BIRTHPLACE OF STEPHEN A. DOUGLAS.

STEPHEN A. DOUGLAS.

[By CLARK E. CARR.]

FIRST APPEARANCE IN ILLINOIS.

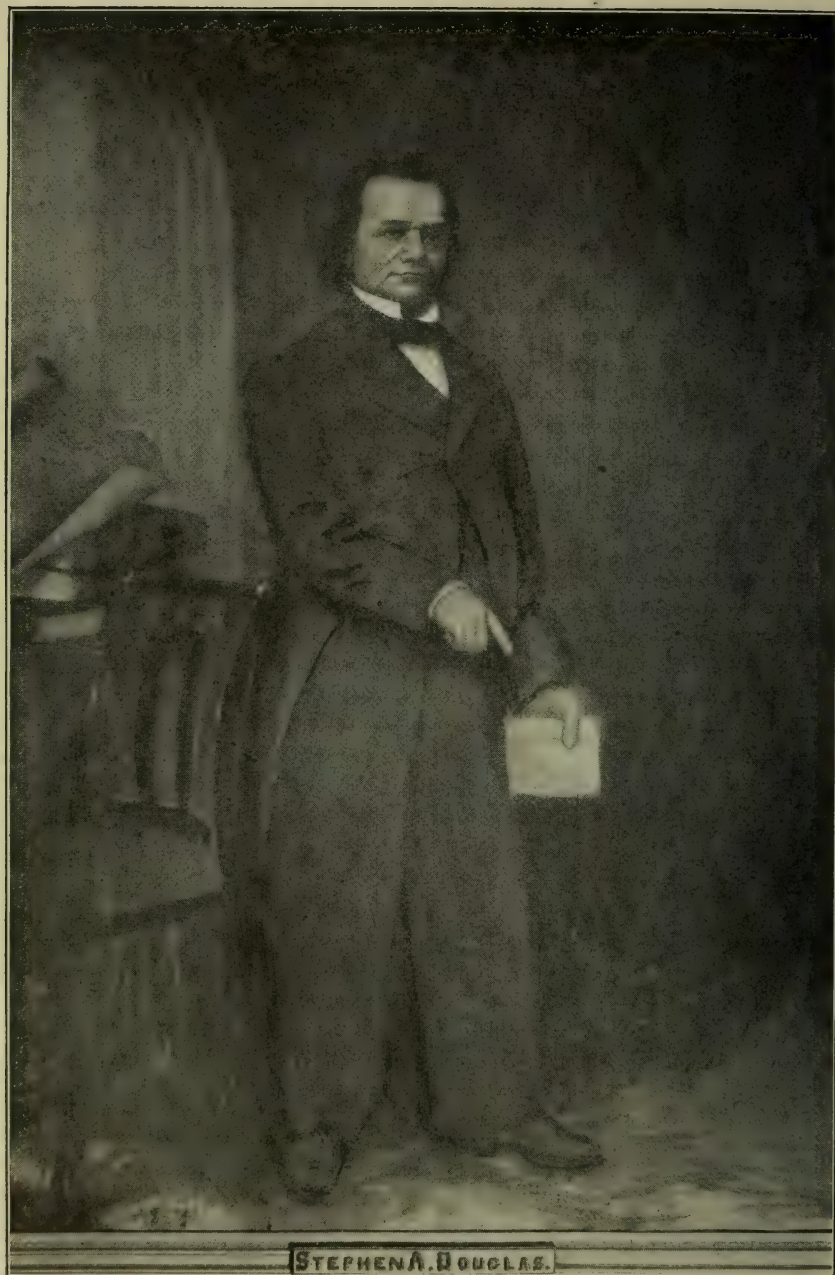
Slender of figure, only five feet four in height, and only twenty years old, without a friend and with scarcely an acquaintance within a thousand miles, with but a few cents in his pocket, Stephen A. Douglas, in the spring of 1833, walked into the town of Winchester in Scott County, Illinois, with his coat on his arm, in the hope of being able to find employment.

As he proceeded along the main street of the town he saw quite a number of people assembled, and learned that there was to be an auction of the goods and chattels and livestock of some citizen of the county. The young man paused to ask a question, when he was asked whether he could write and keep accounts; to which he replied in the affirmative. It was then proposed to him that he act as clerk of the auction, and he engaged to do so at the wages of two dollars a day. The auction continued for three days, and he was paid six dollars for his services.

This was the first money he ever earned.

The young man soon found an opportunity for more permanent employment by opening a private school. He got together forty scholars for a term of three months, at three dollars a scholar, which gave him enough for his immediate wants. He had studied the law in an eastern state and, while thus teaching, he continued that study.

Within ten years after that friendless boy walked into that town, he had been admitted to the bar, immediately becoming a successful lawyer; had been a member of the Illinois Legislature; had been prosecuting attorney; had been register of the land office at Springfield; had been Secretary of State of Illinois; had been a judge of the Supreme Court of Illinois, presiding upon the bench; and was on his way to Washington to take his seat in the Lower House of Congress, to which position he had been elected. When the congressional term expired he was reelected and then reelected again, each time by increased majorities. When about to enter upon his third term in the Lower House of Congress he was elected to the United States Senate for six years. When that term in the Senate expired he was reelected for another term practically without opposition. Six years later he was confronted by Abraham Lincoln in the great debates; he was victorious, and was reelected to a third term; upon this he served but little more than two years, when he died at forty-eight years of age.



OIL PAINTING OF DOUGLAS IN HOUSE OF REPRESENTATIVES,
SPRINGFIELD.

DOUGLAS AND LINCOLN.

[By U. S. Senator LAWRENCE Y. SHERMAN, taken from a speech delivered at the centennial celebration of the birth of Stephen A. Douglas in the House of Representatives Hall, Springfield, Illinois, April 23, 1913.]

There are few who come here, who know the history of this country, who do not, at the same time they pay a tribute to Lincoln, remember his great colleague in that struggle, because in its finish he was a colleague.

From this capital at one time there originated a forensic struggle that was titanic in its elements and in its actors.

It is difficult, after more than half a century has elapsed, to study the controversy and the men who conducted it, without a quickening pulse, and a brightened eye.

Both of them developed their peculiar powers in the pioneer life of Illinois. Both sprang from the people.

Both had the same inheritances of head, and heart and hand. One was a woodman and a flatboatman. The other a cabinetmaker. One was a surveyor. The other was an auctioneer's clerk. Both were law students. Both were afterwards lawyers, both were members of the Legislature. Both were stump speech debaters in the manner of that time, that has endured unto the present hour. Both became the chief of great political parties. Both became candidates for United States Senator. Both were candidates for the Presidency, but always, wherever they were, whether in the midst of the primeval forest, or crossing the channels of the inland rivers, whether they were in court, or in a campaign, they were always an inspiration and type for the youth of the country to emulate, and the men of this republic to admire.

We owe, to-night, to Stephen A. Douglas, this tribute to his memory and our respects for the one hundredth anniversary of his birth.

It is altogether fit and proper that here and now we record our devotion to his life and to his public services.

* * * * *

When the flag was lowered at Sumter, Douglas became the first and the greatest of war Democrats.

He pledged his help to Lincoln to maintain the Union, and he nobly redeemed his promise.

He saw armed rebellion lift its hand against a people's government. The gathering squadrons of disunion hurried to the fields of the Civil War; but amid the confusion his voice always rang true. "There are no neutrals in this country. There are none but patriots and traitors." The words printed on your program are the words that, if any great dome should be erected to the memory, in marble and bronze, ought to be cut on its base—these words that are the words of one who believed in this Union and believed it was worth saving, as it then was.

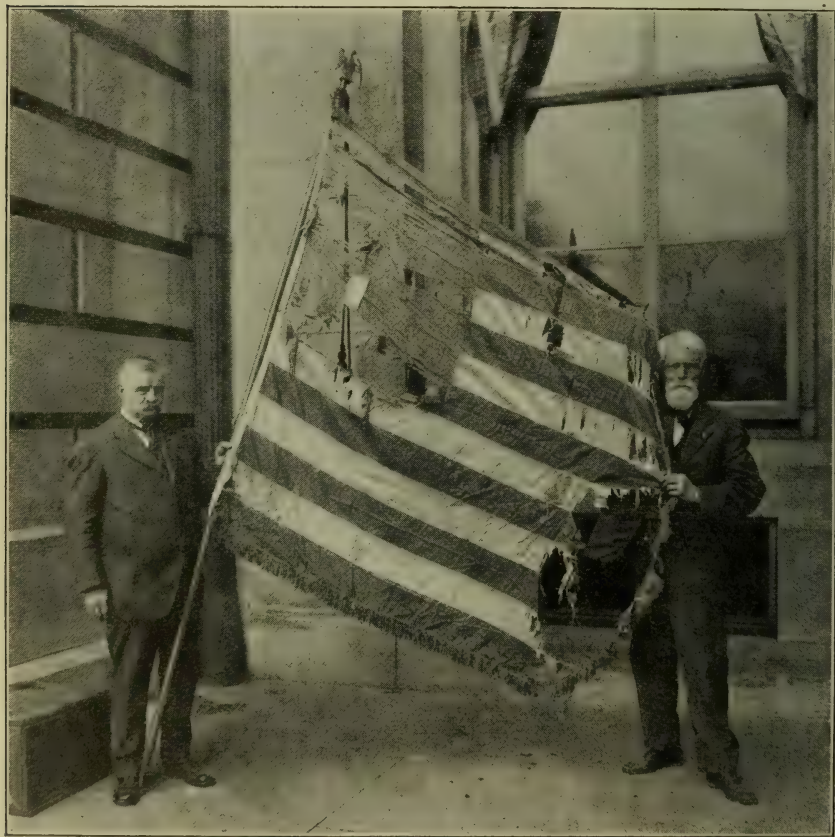
One June 3, 1861, he died, young in years, but fruitful in results. His battle cry sounded from the grave. The spirit of Douglas rose, above the storm of civil war, from Sumter to Appomattox.

The men who followed him in campaign, met treason on a hundred fields. They gave proof of their devotion, as men who loved the Union, by the sacrifice of their lives.

There was no party in the service that Douglas gave; in the last remnants of his broken life. In the last supreme test his heroic figure, in Illinois, must rise alongside of the memory of Lincoln. He was rightfully called the "Little Giant."

Born in obscurity, and bred in poverty, with head and hand and heart imbued with valor and devotion, he lived to see the time when he was the leader of hundreds of thousands of men who trusted implicitly his judgment, his honor, his wisdom, his courage.

To his great rival, in the day of defeat, he gave the full measure of his devotion. He was great in life, but he was unspeakably greater in his death.



BATTLE OF FLAG OF FIFTEENTH ILLINOIS VOLUNTEERS.

With Names of Battles Through Which It Was Carried—Shiloh, Siege of Corinth and Matamora. Col. A. H. Wheat, Co. F, 15th Ill. Vol., Is Holding the Flagstaff. Comrade W. H. Hodges, Custodian of State Memorial Museum, Holds the Tattered Emblem.



MARBLE STATUE OF DOUGLAS IN STATEHOUSE, SPRINGFIELD.

DOUGLAS, THE PATRIOT.

[By U. S. Senator JAMES HAMILTON LEWIS, taken from a speech delivered at the centennial celebration of the birth of Stephen A. Douglas in the House of Representatives Hall, Springfield, Illinois, April 23, 1913.]

It is all well enough, my fellow Illinoisans, to take great pride in these little temporary outbursts of enthusiasm that we experience from time to time when someone attains to some feat that is known in its hour as an achievement, when it is beheld in haste, but—

“The tumult and the shouting dies,
The captains and the kings depart;
Still stands thine ancient sacrifice,
A humble and a contrite heart.
Lord God of Hosts, be with us yet—
Lest we forget; Lest we forget!”

We go in this hour for the restoration of America, back to the wisdom of other days.

If America is to be preserved to her children as the inheritance of freedom and justice, as transmitted from the fathers who founded the republic of Washington, Jefferson, and Hamilton, we need to be restored to the doctrines of Douglas and Lincoln, which followed the sacred path of Washington, as he proclaimed, in his farewell message:

“Peace with all nations;
Entangling alliances with none.
Here, upon this rock, we build our church!”



THE BATTLE FLAG OF THIRTY-FIRST ILLINOIS VOLUNTEERS.

The last thought which shall engage my attention in this casual survey of this distinguished gentleman shall be that of "Patriot," and that splendid loyalty which he bore to his country—as his country!

It may have been, gentlemen of Illinois, that he must forego the hope of political elevation; it may be that he bade good-bye to those flattering huzzas that come from an admiring multitude; it may be that he kissed farewell to many ambitions and opportunities that his heart cherished and his soul desired, for the good of his country, and his sincerity as a patriot.

Here was a man big enough to realize that while there could be personal defeat for him, through such defeat there could be victory for that which was beyond and superior to him—his country!

His was the creed of the dictator of Tripoli: "My country! May she be right; But, right or wrong, my country!"

Oh, how well he upheld the Constitution! He saw the prospect of war, and he realized what it meant to this Union. He did all he could to avert it. Indoors and out, he spoke of its possibilities. In public places and in private chambers, he inveighed against those who sought to bring on disaster. With every expression of his life, he cried for peace and justice, but when the hour came that was inevitable, in his vision he saw two great things, the fleets mowed down, desolation in the cities, the tramp of soldiery breaking upon the ear, mothers hugging their babes to their bosoms, baptizing their faces to the falling tears, as the first born had fallen upon the hills.

He realized it was war! There was but one place for him, and that was the Temple of the Republic. There he hastened, in great anxiety for his country.

He was a citizen of Illinois! He was the compatriot of Lincoln! He was the devoted son of the Constitution, and it was in that hour that the splendor of his character rose above every form of hostile accusation.

Still we behold him, to-night, in the retrospect, sweet and gentle with it all!

Gentlemen, I can possibly appreciate more fully the situation than many of you who honor me with your audience.

I recognize that with these distinguished speakers who preceded me, we accord to all men to-night that which they did, and that which they said, came from the heart that beat within them, came from the soul of duty, as it was defined by every impulse of patriotism!

I come from that borderland, where on a thousand hills a mother kissed her two sons goodbye, and sent them off with her tears upon their cheeks, one to die for his country, the other to fall for his home!

Blessed be he that speaketh from his heart! To-night we pray for all, in common, and pray they rest in heaven together. I therefore speak of them as one who speaks of the common country preserved. I delight to-night to feel that the sons of those who battled together are once again reunited.

LINCOLN AND DOUGLAS IN SCHOOL CONVENTION.

A second convention was held at Vandalia, December 5 and 6, 1834, at which sixty delegates were present from over thirty counties

of the State—principally members of the General Assembly then in session,—among whom were Abraham Lincoln, Stephen A. Douglas, and others whose names became afterward well known in the State. Hon Cyrus Edwards was chosen president, and Stephen A. Douglas, secretary.

—From *Journal of Proceedings of the Illinois State Teachers Association 1869.*

STEPHEN A. DOUGLAS.

[Hon. WM. L. DAVIDSON, Lewistown, Illinois.]

Lincoln was carefully guarded from this city to the capitol at Washington. When he got there, on that fateful day, when, on the wide steps of the capitol, he was administered the oath of office and delivered his inaugural address and threats had been made everywhere that Lincoln would be assassinated, in that pregnant hour when you would think the great leaders of that party would be nearest to him to protect him, I will be hanged if the eminent leaders were not behind the marble pillars or somewhere else, and Stephen A. Douglas was beside Lincoln, holding the first shiny hat that old Abe ever had in his life, during all of the time while Lincoln delivered the inaugural address and took the oath of office.

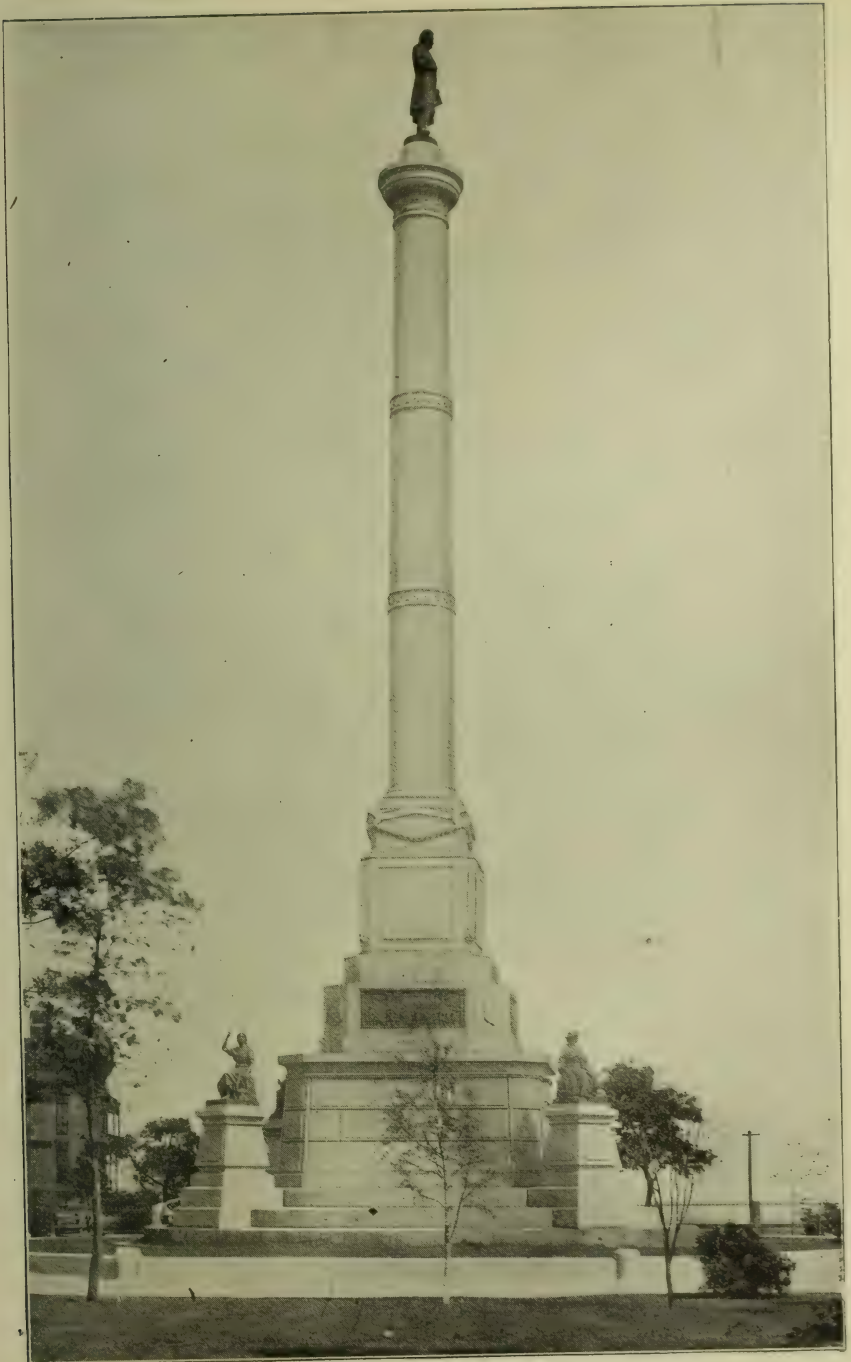
Don't you forget it! He was called that afternoon to the White House. The lawn of the White House was covered with politicians seeking office, and an army of New England preachers who had come to tell old Abe how to run the Government, when a magic thing occurred, similar to that which happened to the children of Israel when Moses made the waters of the Red Sea part, side by side, until the children of Israel should have passed through unharmed.

Once again, the vast mass of people there in the White House grounds, by some authority were divided in two, while Stephen A. Douglas, the senior senator of Illinois, was admitted to the presence of the new President of the United States.

It is known that he was there in consultation with the President for over three hours, but nobody knows all that occurred. The only thing we did know, even at the time, was that Douglas, weak, infirm, and dying, was implored to come back to Chicago, to come back to Springfield, to rally the democracy to the support of the Union and the flag. You know what happened. * * *

Then and there he told them the story of the South plotting to destroy this Union. There again he rallied as he had from early youth, the democracy of Illinois to his support and that day in his last great speech he cried out to them, "No longer in this crisis can there be democrats and republicans. It is up to each man to decide and he has got to be a patriot or a traitor."

On that pregnant day I want to tell you that the men who had been unconsciously fighting the Union, were induced to take their places, right-about-face, in the support of Abraham Lincoln, constitutionally elected to the Presidency. They took up their loyalty to the flag and to the Union, don't you forget it! Once again the



DOUGLAS MONUMENT.

miracle of the King of Galilee was performed upon the earth and at that voice the unconscious waters of treason were changed into the rich red wine of patriotism, to the flag of the Union, and it was the voice of Douglas that did it.

O, how we loved him! How all the people loved him! Just a few days after he died, strong men cried in every street and hamlet of this country. In our own little city, I remember there was a Union burial service for Judge Douglas. The distinguished men of both parties tried in vain to acknowledge his patriotism, his magnanimity, his loyalty. In vain they tried to tell it, but broke down and could not tell the story.

There was our choir of the boys and girls, sweet girls trying to sing for the dead Douglas the requiems only sung for the mighty men of earth and they too, with tear-splashed faces and quivering voices, failed and gave it up. They could not sing of the death of that man.

Now I am asking you and I am here just this brief time, to appeal to this great audience in the city of Springfield, the people of the city so familiar with him, to join me in the general effort to bring back the glowing Douglas to life once more, to rectify the mistake that has been made, to fill your schools and homes with loyalty to that other son of Illinois, so that when the second centennial of his death will come, a grateful people will have erected, high up in the Nation's hall of fame, close by the name of the adored and immortal Lincoln, erected high up there also the name of that other darling son of Illinois, the name of Stephen Arnold Douglas.

THE TRUE IDEALS OF DOUGLAS.

[By Hon. ROBERT DICK DOUGLAS, taken from a speech delivered at the centennial celebration of the birth of Stephen A Douglas in the House of Representatives Hall, Springfield, Illinois, April 23, 1913.]

His last days were his darkest because they were the darkest for his beloved country; but those days gave him an opportunity of appearing in a new light to many of his countrymen who had theretofore viewed him from the standpoint of partisan opposition.

The gallant political army he had so long and so brilliantly led to victory had at last been defeated and the National Government put into the hands of his political opponents; but when the echo of the guns at Sumter told the country that at last civil war was a dreadful reality, he did not hesitate, but promptly offered his services to the Government in any capacity in which he could best be used for the preservation of the Union, and immediately began his efforts to hold loyal the great Middle West.

Here in your city of Springfield was made one of his last speeches in which he pleaded, and pleaded not in vain, that all should forget past differences and rally to the support of the Union.

How great was his love for the Union, how intimately it was interwoven even with his personal affection, is shown by the thoughts that filled his mind in his dying moments.

In June, 1861, he lay upon his bed in Chicago, knowing that his end had come. He was asked if he had any message to send to his two young sons, then in the city of Washington. "Yes," said the dying man. And what was that message? "Tell them to obey the laws and support the Constitution of the United States."

But the man himself had not changed. His ideals and aspirations were the same that they had always been. His love for the Union was no stronger in 1861 than it had been throughout all the years during which he had been striving to preserve it. It was simply that his former opponents were seeing the same man in a new light.

I proudly think that Stephen A. Douglas would have been a man among men in any country or amidst any surroundings; but I do not forget that you, the people of the great State of Illinois, welcomed the unknown boy to your midst; believed in him, trusted him, loved him, and so, wherever their home or whatever their fortunes or their destinies may be, so long as his name and blood shall last, they will love you for it.

Whether you, looking backward in the light of subsequent events, agree or disagree with the ultimate wisdom of each particular measure which he, looking into the unknown future, originated, or to which he gave his aid, is a matter of little moment. But as one who through filial affection reveres his memory, as one who through the accident of birth represents him here to-day, I would, if I thought the occasion fitting, make one request of you—that you give him credit for unselfish sincerity and unflinching courage.

Before a hostile audience I would make this request, and only this; but standing here in your capitol at Springfield, before you, the people of Illinois, knowing what you have done in the past, seeing and hearing what you are doing to-day, I feel that such a request coming from me would by implication be more than unjust, it would be most ungracious.

More than half a century has passed since Stephen A. Douglas ended his short and storm-tossed life and laid his head for his last long sleep on the bosom of his adopted mother. Cities have arisen where he knew only prairies; a new generation has come to take the places of his friends and associates; almost all has changed; but Illinois is fast making real his fondest dreams of her future greatness, and the nation that he loved has escaped the fate he feared and set in the political heavens a rainbow of perpetual Union.

My only regret is that he could not have lived to see the civic tempest, which beclouded his dying hours, give place to the sunshine of to-day.



GRANT'S BIRTHPLACE, AT POINT PLEASANT, OHIO.

BIRTHPLACE OF ULYSSES S. GRANT.

GENERAL ULYSSES S. GRANT'S CHRONOLOGY.

- 1822—Born, Point Pleasant, Ohio, April 27.
- 1839—Entered West Point Military Academy.
- 1843—Graduated from West Point.
- 1845—Entered the Mexican war.
- 1848—Married Miss Julia Dent, near St. Louis.
Was stationed at Detroit and at Sacket's Harbor, New York.
- 1852—Sent to Pacific coast.
- 1854—Resigned from army.
Began farming near St. Louis.
- 1859—Entered real estate business in St. Louis.
- 1860—Employed in a leather store at Galena, Illinois.
- 1861—Entered the army as colonel of the Twenty-first Illinois Regiment.
Promoted to Brigadier-General.
Stationed at Cairo, Illinois.
Seized Paducah, Kentucky.
Fought battle of Belmont, Missouri.
- 1862—Captured Forts Henry and Donelson.
Won battle of Shiloh.
- 1863—Captured Vicksburg.
Made commander of the Western Army.
Won the battle of Chattanooga.
- 1864—Made commander in chief of all the armies.
Took up his headquarters with the Army of the East.
- 1865—Captured Lee's army, which practically closed the war.
- 1868—Elected President of the United States.
- 1872—Was reelected.
- 1877—Began a trip around the world.
- 1884—Lost all his property by the rascality of a business partner.
- 1885—Wrote his Personal Memoir.
Died at McGregor, New York, July 23.

CHILDHOOD OF ULYSSES S. GRANT.

[From "Grant, His Life and Character"—HAMLIN GARLAND.]

Ulysses S. Grant was born in a cabin home standing in a little village on the north bank of the Ohio river, at a point about twenty-five miles east of Cincinnati. This cabin stood comparatively unchanged up to the year 1885, when it was taken down and removed to Columbus as a relic.

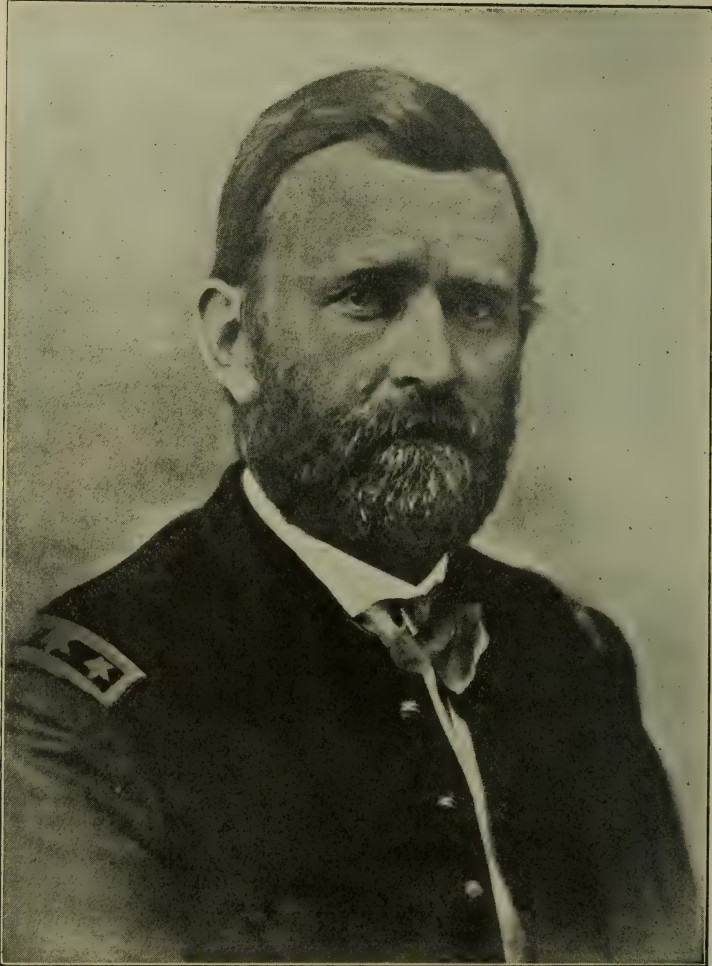
It was a one-story building of two very small rooms, with an outside chimney at one end, in the manner of southern cottages. In one room the family lived in the daytime, cooking at the big fireplace, and eating at a pine table. In the other room they slept.

It was almost as humble in appearance as the home in which Abraham Lincoln first saw light. The village was called Point Pleasant, and it was indeed a beautiful place. Below the door the Ohio river curved away into the blue distance, and behind it rose hills covered with tall woods of oak and walnut and ash. At that time the river was the great highway, and over its steel-bright surface the stern-wheel steamers "Daniel Boone" and "Simon Kenton" plied amid many flatboats, like immense swans surrounded by awkward waterbugs.

Ulysses developed early into a self-reliant child, active and healthy. He came at the age of seven to a share in the work about the house and yard. He began to pick up chips and to carry in the wood for the big fireplace, quite like the son of a farmer. He was called "Lys," or in the soft drawl of the South, "Lyssus"; his playmates had not yet begun to find it worth while to tease him about his name. He had wonderful love for horses, and as soon as he could toddle he delighted to go out across the yard, where, at the hitching poles before the finishing room of the tannery, several teams were almost always to be found on pleasant days. He crawled about between the legs of the dozing horses, and swung by their tails in perfect content, till some timid mother near by rushed in to Mrs. Grant with excited outcry: "Mrs. Grant, do you know where your boy is? He's out there swinging on the tails of Loudon's horses!"

But Mrs. Grant never seemed to worry about Ulysses in the least. She was not one of those mothers whose maternal love casts a correspondingly deep shadow of agonizing fear. "When Ulysses was sick she gave him a dose of castor oil, put him to bed, and went calmly about her work, trusting in the Lord and the boy's constitution," one neighbor said.

Mrs. Grant saw that Ulysses understood horses, and that they understood him, so she interfered very little in his play with the teams across the way. She was too busy to have an eye on his restless activity.



GEN. U. S. GRANT.

A HERO OF PEACE AND WAR.

[F. G. BLAIR, Springfield, Illinois.]

Not to glorify war nor the heroes of war was Memorial Day set apart. It was rather to impress upon us and our children the terrible price which our permanent peace has cost, and to keep constantly before us the picture of havoc and sacrifice wrought by an appeal to arms. But, while our dread and hatred of war should increase with every telling of the story which the day recalls, its proper observance should also increase our respect and devotion for these peace-loving men and women who, with great reluctance, dared to choose the strife of war rather than the repose of dishonor; who hated war not less than we and whose love for peace was none the less, but who hated wrong and national disgrace more than they hated war, and who loved right and national honor more than an unstable and dishonorable peace. Therefore let no one think that these soldiers whose memory we honor lusted for the blood of their fellow men or took comfort in the plunder of homes and the destruction of cities. They, far more vividly than we, saw the pity and the agony of it all, and, on battle-field and camping ground, longed anxiously for the dawn of peace.

Thus, it is, that war may become its own worst enemy and its great soldiers our best heralds of peace. It was Ulysses S. Grant, the great soldier of the greatest war of all times, who wrote, "Let us have peace." Was this a chance sentence that dropped from his pen? Did the thought first occur to him after all opportunities for fighting were over? No. It was his firm conviction, his heartfelt desire, born with him into the world, deepened by the dread and anxiety of every battle, burned into his soul by the fire of conflict and slaughter. We are, therefore, most fortunate that in honoring him as a great soldier, we are also honoring him as a great prophet of peace. And in thus showing our respect for our great soldier and commander, we shall also show our respect to all those brave men whose courage and devotion made the name of Grant worthy of our honor.

REMINISCENCES OF GEN. U. S. GRANT.

[By General FRED D. GRANT.]

(Read Before Illinois Commandery Loyal Legion of the United States, Springfield, Illinois, January 27, 1910.)

Kind friends, companions of my father, I am indeed happy to be with you again, appreciating gratefully your warm reception, realizing, however, that it is not so much for me personally, all this kindness, as it is in honor of the memory of a loved one gone before; your old commander and comrade in arms, General U. S. Grant.

I have written out a few reminiscences which I venture to read, as requested to-night.

It was my great good fortune to be with my father, close at his side, much of the time during the Civil War, when I had the opportunity of seeing and listening to many of the noble and distinguished men, who were loyally serving their country during that great struggle; thus I had the honor and happiness of seeing and meeting our revered and martyred president, Abraham Lincoln.

In looking back to those dark days of the Civil War, I have distinct personal recollections, of the first two meetings between President Lincoln and my father, General U. S. Grant. These two occasions seem, to my mind, the most momentous and memorable in the history of our Nation, as these meetings marked the beginning of the end of our great struggle for the existence of our Nation.

The principal and determined efforts of President Lincoln's administration were directed to the preservation of the Union, which naturally, could not be accomplished without the success of the Union armies in the field. Up to the spring of 1864 the progress of the Civil War had not been satisfactory to the people of the North, and little success had been accomplished, except in the victories at Donelson, Vicksburg and Chattanooga.

After the Campaign of Chattanooga, the president and the people of the United States turned impulsively to General Grant as the leader of the Union armies, and a bill was introduced in Congress, reviving for him the grade of lieutenant-general, which grade had died with Washington (though Scott had held it by brevet). The enthusiastic members of the House of Representatives received the bill with applause. They made no concealment of their wishes, and recommended Grant by name for the appointment of lieutenant-general. The bill passed the house by a two-thirds majority, and the senate with only six dissenting votes.

President Lincoln seemed impatient to put Grant in this high grade, and said he desired to do so to relieve himself from the responsi-

bilities of managing the military forces. He sent the nomination to the senate, and General Grant, who was at Nashville, received an order from the Secretary of War, to report in person at Washington. In compliance with this order, he left Chattanooga on March 5, for Washington, taking with him some members of his staff. My father also allowed me to accompany him there, I having been with him during the Vicksburg campaign and at Donelson. He reached Washington in the afternoon of March 7, and went direct to the Willard's hotel.

* * * * *

Senator Simon Cameron, of Pennsylvania, ex-Secretary of War, soon called at the Willard's hotel for my father, and accompanied him, with his staff, to the White House, where President and Mrs. Lincoln were holding a reception.

As my father entered the drawing-room door, at the White House, the other visitors fell back in silence, and President Lincoln received my father most cordially, taking both his hands, and saying, "I am most delighted to see you, General." I myself, shall never forget this first meeting of Lincoln and Grant. It was an impressive affair, for there stood the executive of this great nation, welcoming the commander of its armies. I see them now before me, Lincoln, tall, thin and impressive, with deeply-lined face, and his strong sad eyes; Grant, compact, of good size, but looking small beside the president, with his broad, square head and compressed lips—decisive and resolute. This was a thrilling moment, for in the hands of these two men was the destiny of our country. Their work was in cooperation, for the preservation of our great nation, and for the liberty of man. They remained talking together for a few moments, and then General Grant passed on into the East room, with the crowd which surrounded and cheered him wildly, and all present were eager to press his hand. The guests present forced him to stand upon a sofa, insisting that he could be better seen by all. I remember that my father, of whom they wished to make a hero, blushed most modestly at these enthusiastic attentions; all present joining in expressions of affection and applause. Soon a messenger reached my father, calling him back to the side of Mrs. Lincoln, and with her he made a tour of the reception rooms followed by President Lincoln, whose noble, rugged face beamed with pleasure and gratification.

When an opportunity presented itself for them to speak privately, President Lincoln said to my father: "I am to formally present you your commission to-morrow morning at 10 o'clock, and knowing, General, your dread of speaking, I have written out what I have to say, and will read it, and it will only be four or five sentences. I would like you to say something in reply which will soothe the feeling of jealousy among the officers, and be encouraging to the Nation." Thus spoke this great and noble peacemaker to the General who so heartily coincided with him in sentiments and work for union and peace.

* * * * *

Father proceeded to the White House a few minutes before 10 o'clock the next morning, permitting me to accompany him. Upon

arriving there, General Grant and his staff were ushered into the President's office, which I remember was the room immediately above what is known now as the Green Room of the Executive mansion. There, the President and his cabinet were assembled, and after a short and informal greeting, all standing, the President faced General Grant, and from a sheet of paper, read the following:

"General Grant: The Nation's appreciation of what you have done, and its reliance upon you for what remains to be done in the existing great struggle, are now presented, with this commission, constituting you lieutenant-general in the Army of the United States. With this high honor devolves upon you, also, a corresponding responsibility. As the country herein trusts you, so, under God, it will sustain you. I scarcely need to add, that with what I here speak, goes my hearty concurrence."

My father taking from his pocket a sheet of paper containing the words that he had written the night before, read quietly and modestly to the President and his Cabinet:

"Mr. President, I accept the commission with gratitude for the high honor conferred. With the aid of the noble armies that have fought in so many fields for our common country, it will be my earnest endeavor not to disappoint your expectations. I feel the full weight of the responsibilities now devolving upon me, and I know that if they are met, it will be due to those armies, and, above all, to the favor of that Providence, which leads both nations and men."

President Lincoln seemed to be profoundly happy, and General Grant deeply gratified. It was a supreme moment when these two patriots shook hands in confirming the compact that was to finish our terrible Civil War, and to save our united country, and to give us a nation, without master and without slave.

From the time of these meetings, the friendship between the President and my father was most close and loyal. President Lincoln seemed to have absolute confidence in General Grant and my father always spoke of the President with the deepest admiration and affection. This affection and loyal confidence was maintained between them until their lives ended.

* * * * *

I remember with utmost interest my life and all of the incidents when with my father and his comrades during the Civil War, and I recall with deepest affection the men whom I met in the army. Much of my time was spent among the private soldiers, who were never too tired or worn out to comfort and pet the boy of thirteen—the son of the "Old Man." Young as I was then, my camp life was of such nature—I saw so much of the hardships, the self-denials, the sufferings and labors of both privates and officers—that my proudest moments are when I am associating with the old warriors—the veteran comrades of my father.

GRANT TAKES COMMAND OF THE TWENTY-FIRST ILLINOIS.

[From "Grant, His Life and Character"—HAMLIN GARLAND.]

It was Logan who accompanied Colonel Grant to the camp, and on the way out said:

"Colonel, the regiment is a little unruly. Do you think you can manage them?"

"I think I can," was the quiet reply.

In the amphitheater of the State fair grounds, which formed Camp Yates, they found the troops assembled like an audience, ready to enjoy and applaud the speeches of the famous orators, and incidentally to greet their new colonel.

McClelland spoke first. After a vigorous and florid speech teeming with historical allusion, he concluded: "Having said this much, allow me, Illinoisans, to present to you my friend and colleague in Congress, the Hon. John A. Logan. He is gifted with eloquence and will rouse you to feel as the Athenians felt under the eloquence of Demosthenes. They asked to be immediately led against Philip."

Mr. Logan was greeted with cheers, and in the course of his address spoke of the vile partisan assaults which had been made on him, and urged that it was the private duty of every man to rally to the flag; and the loyalty of his audience rolled back in thunderous applause. He urged the regiment, when the time came to exchange their short time State service for enlistment in the National army, to move as one man.

"You can't fall out now," he said with a sudden change of tone. "If you go home now to Mary, she will say, 'Why, Tom, are you home from the war so soon?' 'How far did you get?' 'Mattoon.'"

The sarcasm in his slurring utterance of the word "Mattoon" was answered by hearty laughter—laughter which turned many a holiday militiaman into a resolute soldier. With a final appeal to their patriotism and valor, he introduced and led forward the imperturbed colonel, who remained in changeless attitude for nearly two hours at the back of the platform.

"Allow me to present to you your new commander, Colonel U. S. Grant."

Many of the soldiers observed him for the first time. They were astonished and disappointed. Logan towered majestically erect, powerful, handsome, with coal-black hair and flashing eyes; by his side Grant in plain citizen's clothes, seemed poor and weak. He looked like a grave and thoughtful doctor, who had been weather beaten in storms and saddened by scenes of human suffering, and was entirely lacking in martial bearing. However, some enthusiast raised a cheer, and there were loud calls for a speech.

"Grant! Grant!"

"Grant! A speech."

He walked a step or two toward them, and the men became silent. They were accustomed to speeches, to bombastic appeals, and were eager to test his quality. At last he spoke, not loud, but clear and calm, and with a peculiar quality and inflection which surprised and impressed every officer and gave the whole regiment a new sensation:

"Men, go to your quarters."

The men sat dazed, astounded. It took time to grasp its entire significance. In the clip of this man's lips, in the clear cut utterance of his command, and in the subtle inflection of his voice was made manifest the natural commander of men. The time for oratory was past. The period of action had come.

GRANT'S ACCOUNT OF THE MEETING WITH LINCOLN.

[From "Campaigning With Grant"—HORACE PORTER.]

He then spoke of his experiences with Mr. Lincoln, and the very favorable impression the President had made upon him. He said: "In the first interview I had with the President, when no others were present, and he could talk freely, he told me that he did not pretend to know anything about the handling of the troops, and it was with the greatest reluctance that he ever interfered with the movements of army commanders; but he had common sense enough to know that celerity was absolutely necessary; that while armies were sitting down waiting for opportunities to turn up which might, perhaps, be more favorable from a strictly military point of view, the government was spending millions of dollars every day; that there was a limit to the sinews of war, and a time might be reached when the spirits and resources of the people would become exhausted. He had always contended that these considerations should be taken into account, as well as purely military questions, and that he adopted the plan of issuing his 'executive orders' principally for the purpose of hurrying the movements of commanding generals; but that he believed I knew the value of minutes, and that he was not going to interfere with my operations. He said further, that he did not want to know my plans; that it was, perhaps, better that he should not know them, for everybody he met was trying to find out from him something about the contemplated movements, and there was always a temptation 'to leak.' I have not communicated my plans to him or to the Secretary of War. The only suggestion the President made, and it was merely a suggestion, not a definite plan, was entirely impracticable, and it was not again referred to in our conversations. He told me in our first private interview a most amusing anecdote regarding a delegation of 'cross-roads wiseacres,' as he called them, who came to see him one day to criticize my conduct in paroling Pemberton's army after the surrender at Vicksburg, who insisted that the men would violate their paroles, and in less than a month confront me anew in the field, and have to be whipped all over again. Said Mr. Lincoln: 'I thought the best way to get rid of them was to tell them the story of Sykes's dog.' 'Have you ever heard of Sykes's yellow dog?' said I to the spokesman of the delegation. He said he hadn't. 'Well, I must tell you about him,' said I. 'Sykes had a yellow dog he set great store by, but there were a lot of small boys around the village, and that's always a bad thing for dogs, you know. These boys didn't share Sykes's views and they were not disposed to let the dog have a fair show. Even Sykes had to admit that the dog was getting unpopular; in fact, it was soon seen that a prejudice was growing up against that dog that threatened to wreck all his future prospects in life. The boys, after meditating how they could get the best of him, finally fixed up a cartridge with a long fuse, put the cartridge in a piece of meat, dropped the meat in the road in front of Sykes's door, and then perched themselves on a fence a good distance off, holding the end of the fuse in their hands. Then they whistled for the dog. When he came out he scented the bait, and bolted the meat, cartridge and all. The boys touched off the fuse with a cigar, and in about a second a report came from that dog that sounded like a clap of thunder. Sykes

came bouncing out of the house and yelled, 'What's up? Anything busted?' There was no reply, except a snicker from the small boys roosting on the fence, but as Sykes looked up he saw the whole air filled with pieces of yellow dog. He picked up the biggest piece he could find, a portion of the back with a part of the tail hanging to it, and after turning it around and looking it all over, he said, 'Well, I guess he'll never be much account again as a dog.' And I guess Pemberton's forces will never be much account again as an army.' The delegation began looking around for their hats before I had quite got to the end of my story, but I was never bothered any more after that about superseding the commander of the Army of the Tennessee."

The general related this anecdote with more animation than he usually displayed, and with the manifestation of a keen sense of the humorous, and remarked afterward, "But no one who does not possess the President's unequalled powers of mimicry can pretend to convey an idea of the amusing manner in which he told the story."

Executive Mansion
Washington April 30 1864

Lieutenant General Grant,

Not expecting to see you again before the Spring campaign opens, I wish to express, in this way, my entire satisfaction with what you have done up to this time, so far as I understand it. The particulars of your plans I neither know, or seek to know. You are vigilant and self reliant, and, pleased with this, I wish not to impose any constraints or restrictions upon you. While I am very anxious that any great disaster, or the capture of our men in great numbers, shall be avoided, I know these points are less likely to escape your attention than they would be mine. If there is anything wanting which is within my power to give, do not fail to let me know it.

And now with a brave Army, and a just cause may God sustain you.

Yours very truly
A. Lincoln.



THE MEETING OF TWO GREAT SOLDIERS—GRANT AND LEE.

A LETTER FROM GENERAL GRANT'S DAUGHTER.

1130 Lake Shore Drive.

Chicago, April 20, 1916.

Honorable F. G. Blair, Superintendent of Public Instruction, Springfield, Illinois.

DEAR SIR: You earnestly request me to write a letter about my father, Ulysses S. Grant, to be printed in your Memorial Day pamphlet for the use of the children in the public schools of Illinois.

I am so grateful for the many proofs of affectionate esteem in which the people of Illinois remember my father that I am anxious to comply with your request, difficult as it is for me to tell the school children anything about my father which has not been told in the many books published about him.

Doubtless, the school children think more frequently of him as General Grant, and while I should want them to remember and honor him for his services to our country as a soldier, I would not want them to think of him only as a fighting man who loved war for war's sake, but rather as one with a deep sense of duty to his country, fighting to save and preserve it.

My father loved peace and hated war, but he loved this country and was devoted to its high purposes, and believed it to be the duty of every able-bodied citizen of the United States to give loyally and promptly his services when this country is attacked and the life of this Republic is threatened.

My father took great interest in our schools and was anxious his children should apply themselves diligently to their studies. If we were interested in some subject or he thought we should be and might not understand it, he was never too busy with more important affairs to patiently and clearly explain it to us.

My father would not tolerate in the family idle gossip and disagreeable criticism of others. His rule was if one could not speak kindly and favorably of another, to say nothing.

His sense of fairness in judging men and their acts was admirable—free from prejudice and bitterness. Even when one who had unjustly criticised him was involved, he would calmly and free from anger decide upon the merits of the case from the facts before him, and this was his attitude of mind if the same were discussed in the family circle where one usually speaks more freely and unreservedly.

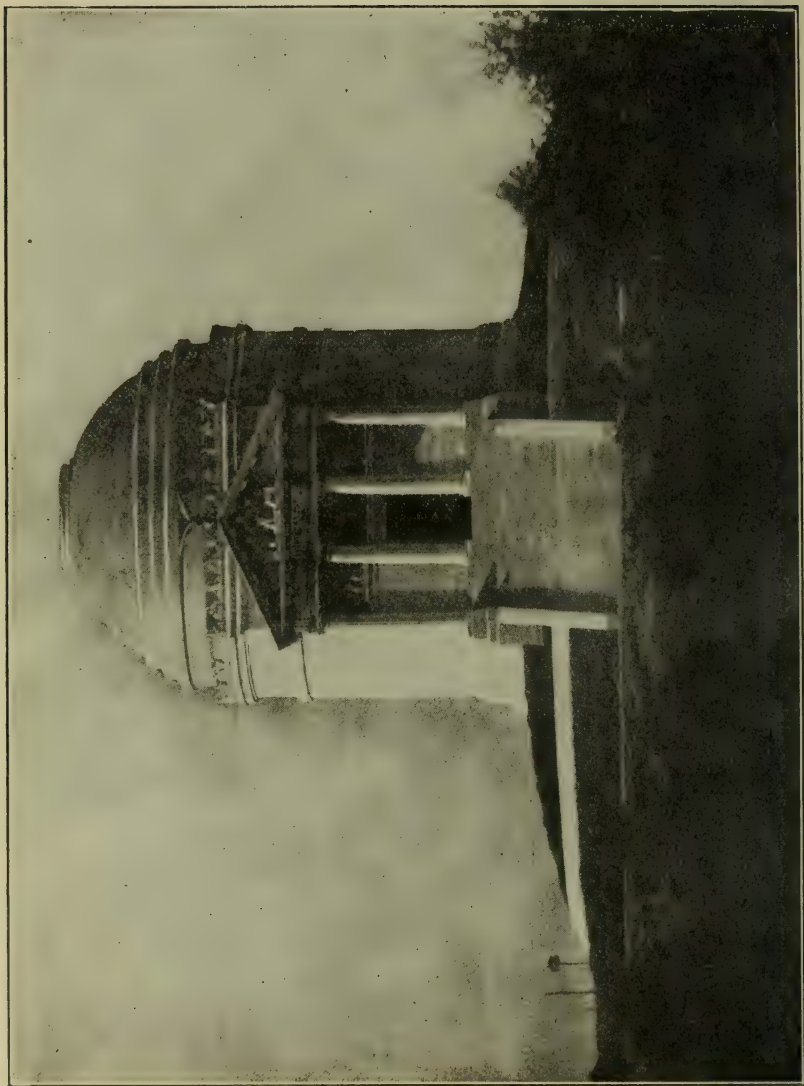
These were some of the characteristics of my father which made a deep impression on me.

With all good wishes for the school children everywhere, I am,

Yours very truly,

(Signed)

NELLIE GRANT JONES.



GRANT'S TOMB, RIVERSIDE DRIVE, NEW YORK CITY.

ORATION ON U. S. GRANT.

[By JOHN A. LOGAN.]

The silent chief, whose work is destined to influence posterity to the latest syllable of recorded time, has gone to his couch, and neither the call of his country nor the siren beckoning of earthly glory will e'er break the soundness of his sleep upon this hither side of eternity. The mortal remains of Ulysses S. Grant repose in peace beneath the weeping vault of yonder tomb. The ravages of time will reduce them to ashes, and the lapse of ages will transform those ashes to other forms of matter; all that was earthly of that noble figure will change its form of materiality, and at last the mere personality of Grant will be extinguished and forever lost to human gaze.

But, my friends, the supreme work that our now sleeping hero performed will endure until the wrecking of the human race shall leave this planet a mere counterpoise of the other mighty worlds that pursue their ceaseless roll around the blazing orb of light and day, waiting their appointed time to cast themselves into their sire's arms.

Friends, this noble man's work needs no monument, no written scroll, in order that it may be perpetuated. It is higher than the dome of St. Paul's, loftier than St. Peter's; it rears itself above the pyramids; it soars beyond the highest mountain tops, and it is written in letters of the sunbeam across the blue arch that forever looks down upon the busy tribes of men.

It were a task of supererogation to repeat at such a time the fascinating story of this great man's life, or with careful hand to trace his career from the period when, taking command of the Twenty-first regiment of Illinois volunteers as its colonel, that career began until as lieutenant-general of the armies of the United States, he received the sword that misguided men had placed against the breast of new-born Liberty.

It has been justly observed that no substantial success attended the Union arms until the historic proclamation of emancipation had been promulgated, and it may well be added that no comprehensive plan for the final crushing of the enemy was conceived until the mighty chieftain to whose tomb we are this day sorrowing pilgrims was placed in position by the immortal Lincoln to lead the Union hosts to a certain and final triumph.

In the dark hours of 1861 a star arose in the heavens that, beginning its flight from Belmont, took within its orbit Fort Henry and Fort Donelson, Pittsburg Landing, Corinth, Port Gibson, Raymond, Jackson, Champion Hills, Black River and Vicksburg, where for a short time it paused. Renewing its rapid course, it winged its way to Lookout Mountain and to Mission Ridge, when it came to rest directly over the head of the man whose name had been written in the book of Fate as the instrument to snatch from destruction the offspring of all the preceding ages.

From the moment that Grant was invested with the supreme command, the triumph of the Union arms became a simple question of time. An unlooked-for chance might postpone it; but as well might it be attempted to turn the avalanche in its overwhelming crash as to avert the force of those irresistible hosts that, under the direction of an appointed genius, were fatally enveloping the armies of resistance. From Chattanooga to Atlanta, and from the Wilderness to Richmond, some of the most brilliant military movements, and many of the most gallant battles ever fought, adorned the Union generalship and arms.



THE HOUSE IN WHICH GEN. R. E. LEE SURRENDERED TO GEN. U. S. GRANT.

FUNERAL ORATION ON GENERAL GRANT.

[By FREDERICK WILLIAM FARRAR, Delivered in Westminster Abbey, London, August 4, 1885.]

When Abraham Lincoln sat, book in hand, day after day, under the tree, moving round it as the shadow crossed, absorbed in mastering his task; when James Garfield rang the bell at Hiram Institute on the very stroke of the hour, and swept the schoolroom as faithfully as he mastered his Greek lesson; when Ulysses Grant, sent with his team to meet some men who came to load his cart with logs, and, finding no men, loaded the cart with his own boy's strength, they showed in the conscientious performance of duty the qualities which were to raise them to become kings of men. When John Adams was told that his son, John Quincy Adams, had been elected President of the United States, he said: "He has always been laborious, child and man, from infancy."

TRIBUTE TO GENERAL GRANT.

[Speech of Horace Porter at the banquet of the Army of the Tennessee, upon the occasion of the inauguration of the Grant Equestrian Statue in Chicago, October 8, 1891.]

Almost all the conspicuous characters in history have risen to prominence by gradual steps, but Ulysses S. Grant seemed to come before the people with a sudden bound. Almost the first sight they caught of him was in the flashes of his guns, and the blaze of his camp fires, those wintry days and nights in front of Donelson. From that hour until the closing triumph at Appomattox he was the leader whose name was the harbinger of victory. From the final sheath of his sword until the tragedy on Mount McGregor he was the chief citizen of the Republic and the great central figure of the world. The story of his life savors more of romance than reality. It is more like a fabled tale of ancient days than the history of an American citizen of the nineteenth century. As light and shade produce the most attractive effects in a picture so the singular contrasts, the strange vicissitudes in his marvellous career, surround him with an interest which attaches to few characters in history. His rise from an obscure lieutenantcy to the command of the veteran armies of the Republic; his transition from a frontier post of the untrodden West to the executive mansion of the Nation; his sitting at one time in his little store in Galena, not even known to the congressman from his own district; at another time striding through the palaces of the Old World, with the descendants of a line of kings rising and standing uncovered in his presence—these are some of the features of his extraordinary career which appeal to the imagination, excite men's wonder, and fascinate all who read the story of his life.

SOME SAYINGS OF GENERAL U. S. GRANT.

"If our country could be saved or ruined by the efforts of one man, we should not have a country. What saved the Union was the coming forward of the young men of the Nation. They came from their homes and their fields as they did in the time of the Revolution, giving everything to the country."

"Although a soldier by education and profession, I have never felt any sort of fondness for war, and have never advocated it except as a means of peace."

"The truth is, I am more of a farmer than a soldier; I take little interest in military affairs; and although I entered the army thirty-five years ago, and have been in two wars, I never went into the army without regret, and never retired without pleasure."

TRIBUTE TO GENERAL GRANT.

[Speech of Horace Porter at the banquet of the Army of the Tennessee, upon the occasion of the inauguration of the Grant Equestrian Statue in Chicago, October 8, 1891.]

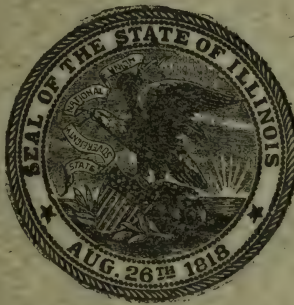
An indescribably touching incident happened which will ever be memorable and which never can be effaced from the memory of those who witnessed it. Even at this late date I can scarcely trust my own feelings to recall it. It was on Decoration Day in the city of New York, the last one he ever saw on earth. That morning the members of the Grand Army of the Republic, the veterans in that vicinity, arose earlier than was their wont. They seemed to spend more time that morning in unfurling the old battle flags, in burnishing the medals of honor which decorated their breasts, for on that day they had determined to march by the house of their dying commander to give him a last marching salute. In the streets the columns were forming; inside the house on the bed, from which he was never to rise again, lay the stricken chief. The hand which had seized the surrendered swords of countless thousands could scarcely return the pressure of the friendly grasp. The voice which had cheered on to triumphant victory the legions of America's manhood, could no longer call for the cooling draught which slaked the thirst of a fevered tongue; and prostrate on that bed of anguish lay the form which in the New World had ridden at the head of the conquering column, which in the Old World had been deemed worthy to stand with head covered and feet sandaled in the presence of princes, kings, and emperors. Now his ear caught the sound of martial music. Bands were playing the same strains which had mingled with the echoes of his guns at Vicksburg, the same quicksteps to which his men had sped in hot haste in pursuit of Lee through Virginia. And then came the heavy, measured steps of moving columns, a step which can be acquired only by years of service in the field. He recognized it all now. It was the tread of his old veterans. With his little remaining strength he arose and dragged himself to the window. As he gazed upon those battle flags dipping to him in salute, those precious standards bullet-riddled, battle-stained, but remnants of their former selves, with scarcely enough left of them on which to print the names of the battles they had seen, his eyes once more kindled with the flames which had lighted them at Shiloh, on the heights of Chattanooga, amid the glories of Appomattox; and as those war-scarred veterans looked with uncovered heads and upturned faces for the last time upon the pallid features of their old chief, cheeks which had been bronzed by southern suns and begrimed with powder were bathed in the tears of a manly grief. Soon they saw rising the hand which had so often pointed out to them the path of victory. He raised it slowly and painfully to his head in recognition of their salutations. The column had passed, the hand fell heavily by his side. It was his last military salute.



RECOGNITION OF HIGH SCHOOLS

REGULAR AND PROBATIONARY

EXPLANATION REQUIREMENTS LISTS



CIRCULAR 103

Department of Public Instruction
June, 1916

[Printed by authority of the State of Illinois.]

RECOGNITION OF HIGH SCHOOLS

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CIRCULAR 103

Prepared by

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RECOGNITION OF HIGH SCHOOLS

EXPLANATION.

The establishment of standards for Recognized High Schools is a work undertaken by the Superintendent of Public Instruction under the provisions of the general school law and of certain statutes enacted by the last two general assemblies.

Before that time there were no fixed standards for high schools in Illinois excepting such as were maintained in great variety by the local school authorities in the eight hundred or more communities where high school instruction was conducted. There was among these of course rather general recognition of certain subjects and certain programs as belonging properly to high schools, but even these were in many places more alike in name than in fact. The tendency to run to individualism so prevalent in American institutions had large opportunity in the public high schools of Illinois.

There were of course important and intelligent influences exerting practical control to a greater or less extent over those four-year high schools, to the number of three hundred or more, that looked with interest at the demands of the colleges upon the high schools for the right kind of college preparation. These demands varied considerably in theory and more in practice.

In particular the influence of the State University through its system of accrediting high schools upon inspection and admitting their students without examination and upon certificate only can hardly be overestimated in importance. A system of visitation and inspection upon request was established and is still maintained by the University. Scores of schools were led by this influence to maintain better standards of equipment and instruction.

Similarly, though far less methodically, was exerted the influence of other higher institutions of learning in the State and in other states.

There were, however, hundreds of communities maintaining high schools of one sort or another where this influence of the higher institutions was exerted rarely and faintly if at all. When we consider that the certificating privilege extended by the University of Illinois, for example, was enjoyed by probably a little over 30 per cent of the high schools in the State, we will begin to grasp the fact that another sort of supervision and recognition was needed.

There was a large indirect influence exerted moreover by the inter-relation of one high school with another, by the frequent transferring of pupils from one community to another, by the activities of numerous teachers' organizations, meeting from time to time to discuss courses and methods and standards. The enterprise of book publishers moreover sometimes led in the direction of uniformity of standard.

There were however prevalent throughout the State two strong impressions or beliefs: First, that there was too great looseness and too great a variance in the organization of our public schools, particularly of the high schools; second, that while the colleges and universities are of the utmost importance in the civic problems of America, the great development of the high school idea in the last fifty years has shown plainly that the first and most important aim of secondary education in this country is not and never can be, nor should it be, the preparation of the few for college or university, but should be the development of the boy and girl into the man or woman; the fitting of all the youth of all the families to live the life that is to be theirs in the community, including preparation for vocation, preparation for living, best preparation for citizenship in a democracy.

The function of organized secondary education in its broad lines is the same in twentieth century America as in first century Goth-land or in any century Hopi-land or Zulu-land, (where, as always, it has been the first form developed of organized education in the history of the race), namely, the imparting of the common accumulated knowledge, of the race to the adolescent, in order to fit him for representative membership in the social unit to which he belongs.

With some such larger aim the putting into operation of the laws of 1913 and 1915 has been undertaken by the department, and in this important work prompt and sympathetic assistance has been rendered, consciously and unconsciously, by hundreds of loyal and intelligent citizens both in and out of official position.

THE LAWS.

Here follow selected passages from the laws that are of especial importance for reference in considering the development and maintenance of this part of the work in the department of public instruction.

AN ACT to Establish and Maintain a System of Free Schools.

SECTION 3. The duties of the Superintendent of Public Instruction shall be:

* * * * *

Third—To supervise all the common and public schools in the State.

* * * * *

Seventh—To make such rules and regulations as may be necessary to carry into efficient and uniform effect the provisions of this Act, and of all laws for establishing and maintaining free schools in the State.

* * * * *

Thirteenth—To prepare with the advice of the State Board of Health, the State Architect and the State Fire Marshal, for school directors and boards of education specifications for the minimum requirements for the heating, ventilation, lighting, seating, water supply, toilets and safety against fire which will conserve the health and safety of the children attending the public schools. (As amended by an Act approved June 26, 1915.) [For further details of the laws governing this matter, and for specifications for guidance of school boards, see Circular 88.]

SECTION 273. The nature of alcoholic drinks and other narcotics and their effects on the human system shall be taught in connection with the various divisions of physiology and hygiene, as thoroughly as are other branches, in all schools under State control, or supported wholly or in part by public money, and also in all schools connected with reformatory institutions. All pupils in the above mentioned schools, below the second year of the high school and above the third of school work, computing from the beginning of the lowest primary year, or in corresponding classes of ungraded schools, shall be taught and shall study this subject every year from suitable

textbooks in the hands of all pupils, for not less than four lessons a week for ten or more weeks of each year, and must pass the same tests in this as in other studies.

* * *

[The following is a summary of the requirements in the law concerning the teachers' certificates that refer to recognized high schools.]

According to the provisions of the law for the certification of teachers, all forms of certificates whether for teaching in the high school or in the elementary schools, require graduation from a recognized high school or its equivalent excepting county certificates of two kinds:

1. Third grade elementary certificates (not valid for teaching in the high school).

2. Second grade elementary certificates (valid for first two years of high school only when endorsed for the same by the county superintendent).

All other forms of certificates require graduation from a recognized high school or its equivalent. They are as follows:

A. All State certificates.

B. County certificates as follows:

(a) First grade elementary certificates.

(b) High school certificates.

(c) Supervisory certificates.

(d) Kindergarten primary certificates.

(e) Special certificates.

[Section 15 of the certifying law is quoted in full.]

SECTION 15. By the word "recognized," as used in this Act in connection with the word "school," "college," or "university," is meant such school, college or university as maintains an equipment, course of study and standard of scholarship approved by the Superintendent of Public Instruction or the examining board, according to the certificate to which it pertains. The term "equivalent preparation," as used in this Act, shall be interpreted and determined by the Superintendent of Public Instruction or the examining board, according to the certificate to which it pertains.

HIGH SCHOOL PRIVILEGES.

AN ACT to provide for the payment of high school tuition and to provide free high school privileges for graduates of the eighth grade, and to repeal an Act entitled, "An Act to provide high school privileges for graduates of the eighth grade," approved June 26, 1913, in force July 1, 1913.

SECTION 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That graduates of the eighth grade residing in districts which do not provide four years of recognized high school work shall be admitted upon the payment of tuition to any recognized public high school for the completion of such portion of a four-year course as is not provided by the home districts. The parent or guardian shall select the high school to be attended subject to the consent of the high school board and the approval of the county superintendent. The school selected may be any recognized two, three or four year public high school.

§ 2. An eighth grade graduate, in the meaning of this Act, is any person of school age who gives satisfactory evidence of having completed the first eight grades of school work by presenting a certificate of promotion issued by the home school board or by passing an examination set by the county superintendent or by a recognized high school.

§ 3. A recognized high school, in the meaning of this Act, is any public high school providing a course of two or more years of work approved by the superintendent of public instruction.

§ 4. On or before the 15th day of March of each year the clerks of school boards in the districts where tuition pupils reside, and the clerks of boards of the high schools attended by pupils not residents of such high school districts, shall report to the county superintendent of the county where such pupils reside the names of such pupils and the tuition charges for same, and the school districts in which they reside and the name of the high school attended, and such other facts as he may require.

§ 5. On or before the first day of April of each year the county superintendent of schools of each county, having ascertained the number of pupils

from his county attending high schools under the provisions of this Act and the amount of tuition due each high school attended, shall pay all such tuition to the clerks of the boards in control of such high schools out of the State school fund apportioned to that county before distributing the same as now provided by law, and shall report all of his transactions relating thereto to the township treasurers of his county and to the superintendent of public instruction on or before the 15th day of April of that year.

§ 6. The county superintendent of any county may limit the maximum amount of tuition per pupil in his county to forty dollars, but in such case shall notify all of the high schools in the county of his action before the opening of the school year: *Provided*, that the tuition in no instance shall be greater than the per capita cost of maintaining the high school selected, and that when a pupil attends less than the school year the tuition shall be estimated upon the number of months attended.

§ 7. All pupils attending high schools under the provisions of this Act, shall attend a high school in the county where such pupil resides, except for sufficient reasons appearing to the county superintendent of schools of the county where such pupil resides he may issue a written permit for such pupil to attend a high school in another county.

§ 8. An Act entitled, "An Act to provide high school privileges for graduates of the eighth grade," approved June 26, 1913, in force July 1, 1913, and all other Act or parts of Acts in conflict with the provisions of this Act are hereby repealed.

Filed July 8, 1915.

PUBLICATIONS.

The following publications have been put forth by the department concerning the recognition of high schools:

Approval Blank—Contains space for answers to questions under 68 different heads. These blanks so filled furnish a fairly complete description of conditions in all the high schools of the State. Any school seeking recognition should send for this blank and the next one named.

Supplementary Blank—Calling for information in certain other matters not referred to in the Approval Blank. Other blanks, in condensed form, will be sent out from time to time, in order to keep the records up to date.

Circular 85—Announcement presenting the requirements for Recognized High Schools, together with suggested programs of studies for smaller high schools. Copies are furnished to any one applying.

Circular 89—Condensed statement of the requirements for recognition with special explanation as to probationary recognition.

Circular 94—A pamphlet of 20 pages, entitled "Books and Apparatus for Recognized High Schools." A copy will be supplied upon application.

N. B.—Supplementary publications with syllabi of courses and lists of apparatus for studies not included in Circular 94 will be issued later.

Circular 103—(This pamphlet)—An explanation of the recognition of high schools; extracts from the laws involved; a statement of the difference between regular and probationary recognition; lists (to May 30th) of all high schools in the State—recognized (regular), recognized (probationary) and non-recognized. Additional copies will be supplied if needed.

Reference should be made moreover to *Circular 101*, on Recognized Higher Institutions of Learning and Recognized Four-Year High Schools of Illinois, a pamphlet of 108 pages with full information concerning the standards of recognition for both these classes of institutions, lists of both, and a statement as to the relation between the recognized higher institutions and the recognized high schools. The pamphlet contains moreover a statement of the entrance requirements of each of these higher institutions. Copies are supplied upon application.

Another document important in this connection is *Circular 88*, bearing the title "Specifications for Sanitary School Rooms for Directors and Boards of Education." These specifications of course always have to be taken into consideration in the recognition of any high school.

A special circular is issued by the State Examining Board and gives detailed information regarding the kinds of certificates accepted for high school teaching and the requirements for the same. Copies may be obtained on application.

RECOGNITION—REGULAR AND PROBATIONARY

In order to make clear the meaning and effect of the terms "recognition" (regular) and "probationary recognition" a statement is made here, first, of the requirements for each of these two sorts of recognition, and, second, the conditions attached thereto.

A—REQUIREMENTS.

FOUR-YEAR HIGH SCHOOLS.

I. Material Equipment.

A. For regular recognition.

1. (a) Must conform to the specifications in Circular 88, in regard to rooms, heating, ventilation, lighting, seating, water supply, toilets and safety against fire.
2. (b) Must have equipment in library, laboratories and shops "reasonably adequate for the size of the school and what it undertakes to do." Circular 94 presents information for interpreting the term "reasonably adequate."

B. For probationary recognition.

3. (a) (Specifications for sanitary conditions.) Same as for regular recognition.
4. (b) (Libraries and laboratories.) Circular 94 shows how by a minimum expenditure of money requirements for probationary recognition may be met.

II. Organization.

A. For regular recognition.

5. (a) 36 weeks or more in school year.
- (b) Daily recitations in all subjects.
- (c) 40 minute recitation periods.
- (d) 80 minutes for all laboratory periods.
6. Completion of eight years of grade work for admission, according to the law (see above).
7. Completion of 16 units of real high school work for graduation.

B. For probationary recognition.

8. Same in all respects as for regular recognition except that the school *may* receive recognition if the school year is less than 36 weeks and not less than 32 weeks in length.

III. Program of Studies. ("Curriculum.")

A. For regular recognition.

9. At least three years of English must be required of all pupils; four years must be offered and should be required.
10. Physiology must be taught to all pupils in the ninth grade, according to the requirements of the law (see above). A year course in general science including physiology or a half year course in physiology is accepted.
11. American history must be offered and should be required either in the third or the fourth year.

12. There must be a program of four years with four high school studies in each year in a reasonable arrangement. For further information as to details consult Circular 85.

B. For probationary recognition.

13. The same as for regular recognition.

IV. Instruction.

A. For regular recognition.

14. Full time of not less than two teachers besides the principal (or superintendent) given to the high school.
15. No teacher may instruct more than seven classes. No teacher ought to be required to instruct more than six classes. The proper number for a teacher not employed in supervision is five classes.

A teacher ought not to have more than three or at most four classes with double time laboratory work.

16. Not less than four teachers employed in the grades, below the high school. This calls for a minimum total number of seven in all grades including the superintendent.
17. As to certification of teachers, the exact language of Circular 85 is as follows:

"The teachers must be qualified according to the certifying law and ought to have had not less than two years of educational preparation beyond the high school. The final test of teachers for recognition is successful class room work."

The spirit of this requirement is carried out in inspection of all schools for purposes of recognition.

Copies of the Illinois school law, including requirements as to certificates for high school teachers will be supplied on application.

B. For probationary recognition.

18. Same as for regular recognition, except that in some instances a school may receive probationary recognition, with the full time of one assistant and half time of a second, or even, in exceptional cases, with the full time of only one assistant.
19. The total minimum number of teachers in all grades for a four year high school with probationary recognition is five.

V. Spirit of the School.

20. The language of Circular 85 is as follows:
"The spirit of the school (attitude of teachers, attitude of pupils and service to the community) may be taken into favorable consideration in grading a high school partly deficient in certain other particulars."
21. The operation of this principle applies especially to schools that are to receive probationary recognition.

THREE-YEAR HIGH SCHOOLS.

A. For regular recognition.

The requirements are the same in all particulars as for four-year high schools except under 7, 9, 11, 12 and 14 above.

The requirement as to graduation for three-year high schools is the completion of 12 units of real high school work.

The requirement as to program of studies in a three-year high school is that three years of English must be offered and required of all students, and that American history may or may not be offered in the third year. The same is true of physics, but unless good laboratory facilities are provided the subject should not be offered.

The requirement as to teaching force is that the full time of one teacher besides the principal must be given to the high school work.

There must be a program of three years, with four high school studies in each year in a reasonable arrangement. For further information as to details consult Circular 85.

B. For probationary recognition.

Same in all particulars as for regular recognition except that the length of the school year may be as provided for four-year high schools with probationary recognition and that in certain exceptional cases probationary recognition is allowed to a three-year high school in which only one assistant is employed, who gives half time to the high school.

No three-year high school will be given any recognition if the principal alone attempts to do all the high school work with no assistants.

The minimum number of teachers allowed for all grades including the principal in a three-year high school with probationary recognition is four.

TWO-YEAR HIGH SCHOOLS.

A. For regular recognition.

In all particulars the standards are the same as for a four-year high school except that no assistant in high school work is required. The principal, however, must give no time himself to teaching in the lower grades.

The minimum number of teachers allowed for all grades including the principal is five.

The requirement as to graduation for two-year high schools is the completion of 8 units of real high school work.

The preparation of the program of studies should follow closely the lines suggested in Circular 85.

B. For probationary recognition.

In all particulars the standards are the same as for regular recognition except that a two-year high school *may* receive probationary recognition even if its year is short (not less than 32 weeks however) or even if it has less than the required number of teachers in all grades provided there are not less than three teachers in all and provided the distribution of work among the three teachers is wisely done and the necessary alternation is properly provided for. For particulars see Circular 89.

B—CONDITIONS.

CONDITIONS APPLYING TO ALL PROBATIONARY RECOGNITION.

A school that is unable to earn regular recognition and that seeks probationary recognition must be making a levy for educational purposes as large as allowed by the law, must present a recommendation for recognition from the county superintendent and must arrange for acceptance of its credits by some recognized four-year high school, at least on trial.

Furthermore, all probationary recognition is "probationary" and is ordinarily given in recognition of good results secured by the principal in spite of the handicap of some deficiency in time, in equipment, or in teaching force. Therefore the recognition expires automatically if a change is made in the principalship, and a second investigation is necessary before it may be renewed.

Many schools with probationary recognition in this list can by a little earnest effort, transfer themselves to the "regular" list, and ought to strive to that end.

Many communities are unable to meet conditions for recognition because they have too small a school district. Generally speaking a school with a large proportion of tuition pupils ought to have its district enlarged, either by "consolidation" of several districts for all school purposes, or ought to establish a township high school making thus an enlarged district for high school purposes only.

The process for either of these steps is not complicated, the additional cost is not great, the results secured are well worth the cost, and the experience of hundreds of communities testifies to their satisfaction with the improved plan.

A copy of the Illinois school law containing the provisions for the establishment of these two kinds of schools will be sent upon application.

C—ADVANTAGES.

As shown above graduation from a Recognized Four-Year High School is a requisite for receiving most kinds of teachers' certificates.

A Recognized High School (either regular or probationary) is entitled to the advantages of the high school privileges law, concerning the payment of tuition (see above).

Graduates of regularly Recognized Four-Year High Schools have the privilege of admission upon certificate and without examination to nearly all the colleges and universities of Illinois and to some outside the State. (See Circular 101.)

Graduates of Recognized Two-Year and Three-Year High Schools are likely to be admitted, and should be admitted with full credit so far as possible to any Recognized Four-Year High School.

LIST OF HIGH SCHOOLS BY COUNTIES.

The following list arranged by counties comprises all the Four-Year, Three-Year and Two-Year High Schools that have received certificates of recognition, whether regular or probationary, to June 15, 1916. "R" means "recognized (regular)"; "PR" means "probationary recognition."

The names of all other places that appear in the Illinois School Directory as offering high school instruction are also given. Such schools are marked "Non-R." Some of these may already deserve recognition but have not completed arrangements for inspection. Others could with a little effort adapt their conditions to conform to the standards of recognition. Applications are made almost daily and are taken care of as promptly as possible. From time to time supplementary lists will appear in the Educational Press Bulletin.

The Township High Schools are marked, and the number in each county indicated. The list of Township High Schools includes not only those organized under the general law with a congressional township as a district, but, also, those organized under the laws of 1905 and 1911, often spoken of as "Community High Schools."

County.	Recog.	No. Yrs.	Names of High Schools.	Total No.
Adams	R	4	Camp Point, Clayton, Mendon, Quincy.....	4
Adams	PR	4	Golden, Payson	2
Adams	PR	3	Lima, Loraine	2
Adams	PR	2	Coatsburg, LaPrairie, Liberty, Ursa.....	4
Adams	Non-R	2	Plainville	1
Alexander ..	R	4	Cairo, Cairo (Sumner), Thebes Township.....	3
Alexander ..	Non-R	2	Olive Branch	1
			Number township high schools, "R" 1.	
Bond	R	4	Greenville, Sorento	2
Bond	R	3	Mulberry Grove, Pocahontas	2
Bond	PR	2	Reno, Smithboro	2
Bond	Non-R	2	Panama	1
Boone	R	4	Belvidere	1
Boone	PR	3	Capron	1
Boone	PR	2	Poplar Grove	1
Brown	R	4	Mt. Sterling, Versailles	2
Bureau	R	4	Buda, Manlius Township, Princeton Township, Sheffield, Spring Valley Township, Tiskilwa Township, Walnut, Wyanet	8
Bureau	R	3	LaMoille	1
Bureau	PR	4	DePue, Ohio	2
Bureau	PR	2	Mineral	1
Bureau	Non-R	4	Neponset	1
Bureau	Non-R	2	Bureau	1
			Number township high schools, "R" 4.	
Calhoun.				
Carroll	R	4	Lanark, Milledgeville, Mt. Carroll, Savanna Township	4
Carroll	PR	4	Chadwick	1
Carroll	Non-R	4	Shannon, Thomson	2
			Number township high schools, "R" 1.	
Cass	R	4	Arenzville, Ashland, Beardstown, Virginia.....	4
Cass	Non-R	4	Chandlerville	1
Champaign..	R	4	Champaign, Fisher, Homer, Rantoul, Tolono, Urbana	6

LIST OF HIGH SCHOOLS BY COUNTIES—Continued.

County.	Recog.	No. Yrs.	Names of High Schools.	Total No.
Champaign..	PR	4	Mahomet	1
Champaign..	PR	2	Broadlands	1
Champaign..	Non-R	4	Gifford, Ogden, Philo, Sidney, St. Joseph.....	5
Champaign..	Non-R	3	Foosland, Ludlow	2
Champaign..	Non-R	2	Bondville, Dewey, Ivesdale, Longview, Parkville, Penfield, Pesotum, Savoy, Seymour, Thomas- boro, Sadorus, Royal	12
Christian ...	R	4	Assumption Township, Morrisonville, Pana Township, Stonington, Taylorville Township..	5
Christian ...	PR	4	Edinburg	1
Christian ...	Non-R	2	Mt. Auburn	1
Christian ...	Non-R	4	Rosemond	1
Christian ...	Non-R	3	Palmer	1
Christian ...	Non-R	2	Harvel	1
			Number township high schools, "R" 3.	
Clark	R	4	Casey, Marshall Township, Martinsville, West- field Township	4
			Number township high schools, "R" 2.	
Clay	R	4	Flora Township	1
Clay	R	2	Clay City, Louisville, Xenia	3
Clay	PR	2	Bible Grove	1
			Number township high schools, "R" 1.	
Clinton	R	4	Carlyle, Trenton	2
Clinton	PR	2	New Baden, Keyesport	2
Coles	R	4	Charleston, Mattoon, Oakland	3
Coles	PR	4	Ashmore Township	1
Coles	PR	3	Lerna	1
			Number township high schools, "PR" 1.	
Cook (Chicago).	R	4	Austin High School, J. H. Bowen High School, Calumet High School, Crane Technical High School, Christian Fenger High School, Engle- wood High School, Flower Technical High School, Harrison Technical High School, Hyde Park High School, Lake View High School, Lane Technical High School, Mar- shall High School, McKinley High School, Medill High School, Morgan Park High School, Parker High School, Phillips High School, Schurz High School, Senn High School, Edward Tilden High School, Tuley High School, Waller High School.....	22
Cook (Others) ..	R	4	Arlington Heights Township, Barrington, Blue Island Township, Chicago Heights Township, Cicero Township, DesPlaines Township, Evanston Township, Harvey Township, La- Grange Township, Lemont Township, May- wood Township, Oak Park Township, Palatine Township, Riverside Township, Winnetka Township	15
Cook (Others) ..	R	3	West Hammond	1
			Number township high schools, "R" 14.	
Crawford ..	R	4	Hutsonville Township, Oblong Township, Pales- tine Township, Robinson Township.....	4
Crawford ..	Non-R	2	West York	1
			Number township high schools, "R" 4.	
Cumberland.	R	4	Greenup, Neoga Township.....	2
Cumberland.	PR	4	Toledo	1
			Number township high schools, "R" 1.	
Dekalb	R	4	DeKalb Township, Genoa, Hinckley, Rollo, Sandwich, Shabbona, Somonauk, Sycamore, Waterman	9
Dekalb	PR	4	Kirkland, Malta	2
Dekalb	PR	2	Cortland, Kingston	2
Dekalb	Non-R	2	Fairdale	1
			Number township high schools, "R" 1.	
Dewitt	R	4	Clinton, Farmer City Township, Waynesville Township	3

LIST OF HIGH SCHOOLS BY COUNTIES—Continued.

County.	Recog.	No. Yrs.	Names of High Schools.	Total No.
Dewitt	R	3	Kenney	1
Dewitt	R	2	Wapella	1
Dewitt	Non-R	2	DeWitt, Hallsville, Lane, Midland City, Weldon. Number township high schools, "R" 2.	5
Douglas	R	4	Arcola, Arthur, Garrett, Hindsboro, Newman Township, Tuscola, Villa Grove.....	7
Douglas	Non-R	2	Camargo, Fairland, Murdock	3
			Number township high schools, "R" 1.	
Dupage	R	4	Downers Grove, Elmhurst, Hinsdale Township, Naperville, West Chicago, Wheaton.....	6
Dupage	PR	2	Glen Ellyn Township	1
Dupage	Non-R	2	Warrens ville	1
			Number township high schools, "R" 1; "PR" 1.	
Edgar	R	4	Chrisman Township, Hume Township, Kansas, Paris	4
Edgar	PR	3	Metcalf, Vermillion	2
Edgar	Non-R	2	Brocton, Dudley, Grandview, Isabel, Redmon, Scotland	6
			Number township high schools, "R" 2.	
Edwards ...	R	4	Albion	1
Edwards ...	PR	3	West Salem	1
Edwards ...	PR	2	Browns	1
Edwards ...	Non-R	2	Bone Gap	1
Effingham ..	R	4	Altamont, Effingham	2
Effingham ..	R	2	Beecher City	1
Effingham ..	PR	2	Dieterich, Edgewood, Mason, Montrose, Shum- way Township	5
Effingham ..	Non-R	4	Teutopolis Township	1
Effingham ..	Non-R	2	Watson	1
			Number township high schools, "PR" 1; "Non- R" 1.	
Fayette	R	4	Farina, Ramsey, St. Elmo, Vandalia	4
Fayette	PR	3	Brownstown	1
Ford	R	4	Gibson City Township, Melvin, Paxton, Piper City, Sibley Township	5
Ford	PR	4	Cabery Township, Roberts Township	2
Ford	PR	2	Kempton	1
			Number township high schools, "R" 2; "PR" 2.	
Franklin ...	R	4	Benton Township	1
Franklin ...	PR	4	Christopher, West Frankfort	2
			Number township high schools, "R" 1.	
Fulton	R	4	Astoria, Avon, Canton, Cuba, Farmington, Ipava, Lewistown, Vermont	8
Fulton	R	3	London Mills	1
Fulton	PR	4	Table Grove	1
Fulton	PR	3	Fairview	1
Gallatin	R	4	Equality Township	1
Gallatin	PR	3	Shawneetown	1
Gallatin	Non-R	3	Ridgway	1
Gallatin	Non-R	2	Omaha	1
			Number township high schools, "R" 1.	
Greene	R	4	Carrollton, Greenfield, Roodhouse, White Hall..	4
Greene	PR	3	Hillview, Kane	2
Greene	Non-R	3	Patterson	1
Greene	Non-R	2	Dover, Eldred, Fayette, Rockbridge.....	4
Grundy	R	4	Gardner Township, Mazon Township, Morris...	3
Grundy	PR	4	Coal City Township	1
Grundy	Non-R	3	Braceville, Minooka	2
			Number township high schools, "R" 2; "PR" 1.	
Hamilton ..	R	4	McLeansboro	1
Hamilton ..	PR	2	Broughton, Dahlgren	2
Hancock ...	R	4	Augusta, Bowen, Carthage, Dallas City, Hamil- ton, LaHarpe, Plymouth, Warsaw	8
Hancock ...	PR	4	Nauvoo Township	1

LIST OF HIGH SCHOOLS BY COUNTIES—Continued.

County.	Recog.	No. Yrs.	Names of High Schools.	Total No.
Hancock ...	PR	2	Basco, Denver, Elvaston, Ferris	4
Hancock ...	Non-R	4	Colusa	1
Hancock ...	Non-R	2	Stillwell, West Point	2
			Number township high schools, "PR" 1.	
Hardin	Non-R	2	Cave-in-Rock, Elizabethtown, Rosiclare	3
Henderson .	R	4	Biggsville Township, Stronghurst	2
Henderson .	R	2	Lomax	1
Henderson .	PR	4	Oquawka Township	1
			Number township high schools, "R" 1; "PR" 1.	
Henry	R	4	Cambridge, Galva, Geneseo Township, Kewanee, Orion, Wethersfield Township	6
Henry	PR	4	Atkinson, Woodhull	2
Henry	Non-R	4	Annawan Township	1
Henry	Non-R	3	Alpha	1
Henry	Non-R	2	Andover	1
			Number township high schools, "R" 2; "Non- R" 1.	
Iroquois	R	4	Gilman, Loda, Milford Township, Onarga, Sheldon, Stockland Township, Watseka	7
Iroquois	PR	4	Cissna Park, Donovan Township	2
Iroquois	PR	3	Chebanse, Clifton	2
Iroquois	PR	2	Ashkum, Crescent City, Woodland	3
Iroquois	Non-R	4	Buckley, Wellington Township	2
Iroquois	Non-R	2	Danforth, Iroquois, Martinton Township, Thaw- ville	4
			Number township high schools, "R" 2; "PR" 1; "Non-R" 2.	
Jackson	R	4	Murphysboro Township	1
Jackson	R	3	Ava	1
Jackson	PR	2	Campbell Hill	1
			Number township high schools, "R" 1.	
Jasper	R	4	Newton, Willow Hill Township	2
			Number township high schools, "R" 1.	
Jefferson ...	R	4	Mt. Vernon Township	1
Jefferson ...	Non-R	2	Belle Rive, Opdyke	2
			Number township high schools, "R" 1.	
Jersey	R	4	Jerseyville Township	1
Jersey	PR	2	Grafton	1
			Number township high schools, "R" 1.	
Jo Daviess..	R	4	Elizabeth, Galena, Stockton, Warren	4
Jo Daviess..	PR	4	East Dubuque, Hanover	2
Jo Daviess..	Non-R	3	Apple River, Nora, Scales Mound	3
Johnson	R	4	Vienna Township	1
Johnson	Non-R	2	Buncombe, Goreville	2
			Number township high schools, "R" 1.	
Kane	R	4	Batavia, Dundee, East Aurora, Elgin, Geneva, Hampshire, St. Charles, West Aurora	8
Kane	PR	4	Elburn, Kaneville, Sugar Grove	3
Kane	PR	3	Maple Park	1
Kane	PR	2	Wasco	1
Kankakee ..	R	4	Herschler Township, Kankakee, Manteno, Mo- mence, Reddick, St. Anne	6
Kankakee ..	R	3	Grant Park	1
Kankakee ..	PR	4	Bradley	1
Kankakee ..	Non-R	2	Bonfield, Buckingham, Waldron, Wichert	4
			Number township high schools, "R" 1.	
Kendall	R	4	Plano, Yorkville	2
Kendall	R	3	Oswego	1
Kendall	Non-R	4	Newark	1
Kendall	Non-R	3	Lisbon	1
Kendall	Non-R	2	Plattville	1
Knox	R	4	Abingdon Township, Galesburg, Knoxville	3
Knox	PR	4	Altona, Gilson Township, Oneida, Williams- field, Yates City	5

LIST OF HIGH SCHOOLS BY COUNTIES—Continued.

County.	Recog.	No. Yrs.	Names of High Schools.	Total No.
Knox	PR	3	Victoria	1
Knox	Non-R	3	Dahinda, Maquon, Wataga.....	3
			Number township high schools, "R" 1; "PR" 1.	
Lake	R	4	Highland Park Township, Libertyville, Waukegan Township	3
Lake	PR	4	Antioch Township, Wauconda Township.....	2
Lake	PR	3	Grays Lake	1
Lake	Non-R	4	Zion City	1
Lake	Non-R	3	Gurnee, Lake Villa.....	2
Lake	Non-R	2	Round Lake	1
			Number township high schools, "R" 2; "PR" 2.	
La Salle....	R	4	Earlville, LaSalle-Peru Township, Marseilles, Mendota, Ottawa Township, Rutland, Streator Township, Tonica.....	8
La Salle....	PR	4	Leland, Lostant	2
La Salle....	PR	2	Dana	1
La Salle....	Non-R	4	Seneca Township	1
La Salle....	Non-R	3	Ransom, Sheridan	2
La Salle....	Non-R	2	Grand Ridge, Harding, Serena, Troy Grove, Utica	5
			Number township high schools, "R" 3; "Non-R" 1.	
Lawrence ..	R	4	Bridgeport Township, Lawrenceville Township	2
Lawrence ..	PR	3	Sumner Township, St. Francisville.....	2
			Number township high schools, "R" 2; "PR" 1.	
Lee	R	4	Amboy, Ashton, Dixon, Franklin Grove, North Dixon, Paw Paw.....	6
Lee	PR	3	Lee Center	1
Lee	PR	2	Compton, Harmon, Steward, West Brooklyn..	4
Livingston..	R	4	Chatsworth, Dwight Township, Fairbury Township, Flanagan, Forrest Township, Odell, Pontiac Township.....	7
Livingston..	PR	4	Cullom	1
Livingston..	PR	3	Strawn	1
Livingston..	Non-R	2	Cornell, Saunemin	2
			Number township high schools, "R" 4.	
Logan	R	4	Atlanta, Lincoln, Mt. Pulaski Township.....	3
Logan	Non-R	2	Beason, Broadwell, Chestnut, Cornland, Elkhart, Emden, Hartsburg, Lake Fork, Latham, Lawndale, Middletown, New Holland	12
			Number township high schools, "R" 1.	
McDonough.	R	4	Blandinsville, Bushnell, Industry Township, Macomb	4
McDonough.	PR	4	Colchester, Prairie City.....	2
McDonough.	Non-R	3	Bardolph, Good Hope.....	2
McDonough.	Non-R	2	Adair, Sciota, Tennessee.....	3
			Number township high schools, "R" 1.	
McHenry ..	R	4	Crystal Lake, Harvard, Hebron, Huntley, McHenry, Marengo, Richmond, Woodstock...	8
McHenry ..	PR	2	Algonquin	1
McHenry ..	Non-R	2	Union	1
McLean ...	R	4	Bellflower Township, Bloomington, Chenoa, Colfax, Heyworth, LeRoy, Lexington, McLean, Normal, Saybrook, Stanford, Towanda	12
McLean ...	R	2	Cooksville	1
McLean ...	PR	4	Arrowsmith, Gridley.....	2
McLean ...	PR	3	Danvers, Downs	2
McLean ...	PR	2	Anchor, Carlock Township, Ellsworth, Hudson	4
McLean ...	Non-R	4	Cropsey	1
McLean ...	Non-R	2	Weston	1
			Number township high schools, "R" 1; "PR" 1.	
Macon	R	4	Decatur, Maroa	2
Macon	PR	4	Blue Mound	1
Macon	PR	3	Macon	1
Macon	Non-R	4	Argenta	1
Macon	Non-R	3	Mt. Zion	1
Macon	Non-R	2	Boody, Harristown, Niantic, Warrensburg....	4

LIST OF HIGH SCHOOLS BY COUNTIES—Continued.

County.	Recog.	No. Yrs.	Names of High Schools.	Total No.
Macoupin ..	R	4	Benld Township, Bunker Hill, Carlinville, Gillespie, Girard Township, Medora Township, Mt. Olive, Palmyra, Staunton, Virden.....	10
Macoupin ..	R	2	Modesto	1
Macoupin ..	PR	4	Brighton, Scottville, Shipman.....	3
Macoupin ..	PR	2	Chesterfield, Hettick	2
Macoupin ..	Non-R	2	Atwater, Nilwood, Piasa.....	3
			Number township high schools, "R" 3.	
Madison ...	R	4	Alton, Collinsville Township, Edwardsville, Granite City, Highland, Madison, Wood River	7
Madison ...	PR	3	Venice	1
Madison ...	PR	2	Godfrey	1
Madison ...	Non-R	2	East Alton, Worden, Troy.....	3
			Number township high schools, "R" 1.	
Marion	R	4	Centralia Township, Kinmundy, Salem.....	3
Marion	PR	3	Odin, Sandoval	2
Marion	PR	2	Patoka	1
Marion	Non-R	2	Kell, Vernon	2
			Number township high schools, "R" 1.	
Marshall ..	R	4	Henry, Lacon, Toluca, Wenona.....	4
Marshall ..	PR	4	Sparland	1
Marshall ..	PR	2	LaRose, Varna	2
Mason	R	4	Havana, Mason City.....	2
Mason	R	3	Kilbourne Township	1
Mason	PR	4	Easton	1
Mason	PR	3	San Jose	1
Mason	Non-R	3	Manito	1
Mason	Non-R	2	Forest City	1
			Number township high schools, "R" 1.	
Massac ...	R	4	Metropolis	1
Massac ...	R	2	Brookport	1
Massac ...	Non-R	2	Joppa	1
Menard	R	4	Greenview, Petersburg, Tallula.....	3
Menard	R	3	Athens	1
Menard	Non-R	4	Petersburg (Rock Creek Consolidated).....	1
Menard	Non-R	2	Sweetwater	1
Mercer	R	4	Aledo, Keithsburg	2
Mercer	PR	4	Joy, Seaton, Viola.....	3
Mercer	PR	2	Mathersville, New Windsor.....	2
Mercer	Non-R	4	New Boston	1
Mercer	Non-R	2	Sherrard	1
Monroe	R	4	Columbia, Waterloo	2
Montgomery	R	4	Coffeen, Hillsboro, Litchfield, Nokomis Township, Raymond	5
Montgomery	PR	4	Donnellson, Fillmore, Witt	3
Montgomery	PR	3	Irving	1
Montgomery	PR	2	Butler, Farmersville	2
Montgomery	Non-R	2	Waggoner	1
			Number township high schools, "R" 1.	
Morgan	R	4	Chapin, Franklin, Jacksonville, Murrayville, Waverly Township	5
Morgan	PR	4	Meredosia	1
Morgan	Non-R	2	Alexander, Concord, Literberry, South Jacksonville, Woodson	5
			Number township high schools, "R" 1.	
Moultrie ...	R	4	Lovington Township, Sullivan	2
Moultrie ...	PR	4	Bethany	1
Moultrie ...	PR	2	Gays	1
Moultrie ...	Non-R	2	Allenville, Dalton City, Kirkville, Lake City..	4
			Number township high schools, "R" 1.	
Ogle	R	4	Byron, Oregon, Polo, Rochelle.....	4
Ogle	PR	4	Forrester, Mt. Morris.....	2
Ogle	PR	3	Monroe Center, Stillman Valley.....	2
Ogle	Non-R	3	Creston, Leaf River.....	2
Ogle	Non-R	2	Adeline, Davis Junction, Kings, Linderwood..	4

LIST OF HIGH SCHOOLS BY COUNTIES—Continued.

County.	Recog.	No. Yrs.	Names of High Schools.	Total No.
Peoria	R	4	Averyville, Chillicothe Township, Elmwood, Peoria, Peoria Manual Training, Princeville	6
Peoria	R	2	Bartonville	1
Peoria	PR	4	Brimfield, Dunlap	2
Peoria	PR	2	Glasford	1
Peoria	Non-R	2	Monica, Trivoli	2
			Number township high schools, "R" 1.	
Perry	R	4	DuQuoin Township	1
Perry	PR	4	Pinckneyville	1
Perry	Non-R	4	Tamaroa	1
			Number township high schools, "R" 1.	
Piatt	R	4	Atwood, Bement, Mansfield, Monticello.....	4
Piatt	R	3	DeLand	1
Piatt	PR	4	Cerro Gordo	1
Piatt	Non-R	3	Hammond, La Place.....	2
Piatt	Non-R	2	Cisco, Lodge, Milmine, Pierson, White Heath.	5
Pike	R	4	Barry, Griggsville, Hull, Pittsfield, Pleasant Hill	5
Pike	PR	4	Milton, Nebo, Perry.....	3
Pike	PR	3	Chambersburg, Detroit, Kinderhook, New Salem	4
Pike	PR	2	New Canton, Pearl, Summer Hill.....	3
Pike	Non-R	3	Rockport	1
Pike	Non-R	2	Baylis, El Dara, Spring Valley, Tollgate....	4
Pope	R	4	Golconda	1
Pulaski	R	4	Mound City, Mounds Township.....	2
Pulaski	PR	4	Mound City (Lovejoy).....	1
Pulaski	Non-R	2	Grand Chain, Ullin.....	2
			Number township high schools, "R" 1.	
Putnam ...	R	4	Magnolia, McNabb	2
Putnam ...	R	3	Granville	1
Putnam ...	PR	4	Putnam	1
Putnam ...	Non-R	3	Hennepin	1
Randolph ..	R	4	Chester, Sparta Township.....	2
Randolph ..	R	2	Red Bud	1
Randolph ..	PR	4	Coulterville	1
Randolph ..	PR	2	Steeleville	1
Randolph ..	Non-R	2	Baldwin, Ellis Grove, Evansville, Percy.....	4
			Number township high schools, "R" 1.	
Richland ..	R	4	Olney Township	1
Richland ..	R	2	Noble	1
			Number township high schools, "R" 1.	
Rock Island	R	4	East Moline Township, Moline, Rock Island..	3
Rock Island	PR	3	Port Byron	1
Rock Island	PR	2	Cordova, Reynolds	2
Rock Island	Non-R	2	Barstow, Silvis	2
			Number township high schools, "R" 1.	
St. Clair....	R	4	Belleville, East St. Louis, Lebanon, Marissa Township, Mascoutah, O'Fallon.....	6
St. Clair....	R	2	Millstadt, New Athens, Freeburg.....	3
St. Clair....	PR	2	Dupo	1
St. Clair....	Non-R	4	Lincoln, (East St. Louis).....	1
			Number township high schools, "R" 1.	
Saline	R	4	Eldorado Township, Harrisburg Township...	2
Saline	R	2	Galatia Township	1
Saline	PR	2	Carrier Mills	1
			Number township high schools, "R" 3.	
Sangamon..	R	4	Chatham, Divernon Township, Illiopolis, Paw- nee Township, Springfield	5
Sangamon..	R	3	Rochester, Williamsville	2
Sangamon..	PR	4	New Berlin Township	1
Sangamon..	PR	3	Buffalo, Dawson, Mechanicsburg.....	3
Sangamon..	PR	2	Pleasant Plains	1
Sangamon..	Non-R	2	Bissell, Loami, Lowder, Riverton, Salisbury. Sherman	6
			Number township high schools, "R" 2; "PR" 1.	

LIST OF HIGH SCHOOLS BY COUNTIES—Continued.

County.	Recog.	No. Yrs.	Names of High Schools.	Total No.
Schuyler ...	R	4	Rushville	1
Schuyler ...	Non-R	3	Brooklyn, Camden	2
Schuyler ...	Non-R	2	Bader, Browning, Frederick, Littleton, Pleasant View, Ridgeville, Huntsville.....	7
Scott	R	4	Winchester	1
Scott	PR	4	Bluffs, Manchester	2
Scott	Non-R	2	Naples	1
Shelby	R	4	Moweaqua, Shelbyville	2
Shelby	R	3	Findlay, Windsor	2
Shelby	PR	3	Cowden, Tower Hill.....	2
Shelby	PR	2	Strasburg	1
Shelby	Non-R	2	Stewardson, Westervelt	2
Stark	R	4	Bradford, Toulon Township, Wyoming.....	3
Stark	Non-R	4	Lafayette	1
Stark	Non-R	2	Elmira	1
			Number township high schools, "R" 1.	
Stephenson.	R	4	Freeport, Lena	2
Stephenson.	R	2	Pearl City, Winslow.....	2
Stephenson.	PR	2	Davis	1
Stephenson.	Non-R	2	Cedarville	1
Tazewell ..	R	4	Armington Township, Delavan, Green Valley, Mackinaw Township, Minier, Morton Township, Pekin, Tremont, Washington.....	9
Tazewell ..	R	3	Hopedale	1
Tazewell ..	PR	4	East Peoria	1
			Number township high schools, "R" 3.	
Union	R	4	Anna, Cobden, Jonesboro.....	3
Union	Non-R	4	Alto Pass, Dongola.....	2
Vermilion...	R	4	Alvin Township, Armstrong Township, Bismarck Township, Catlin, Danville, Georgetown Township, Hoopeston, Potomac, Rankin Township, Ridgefarm Township, Ross-ville, Sidell Township.....	12
Vermilion...	R	2	Allerton, Ellis Township, Henning, Oakwood Township	4
Vermilion...	PR	4	Fairmount, Westville Township.....	2
Vermilion...	PR	3	East Lynn Township.....	1
Vermilion...	Non-R	3	Indianola	1
Vermilion...	Non-R	2	Fithian	1
			Number township high schools, "R" 9; "PR" 2.	
Wabash	R	4	Mt. Carmel	1
Wabash	R	2	Belmont	1
Wabash	PR	2	Allendale, Keensburg	2
Warren	R	4	Alexis, Kirkwood, Monmouth, Roseville Town-ship	4
Warren	Non-R	2	Little York	1
			Number township high schools, "R" 1.	
Washington.	R	4	Ashley Township, Nashville.....	2
			Number township high schools, "R" 1.	
Wayne	R	4	Fairfield	1
Wayne	R	2	Mt. Erie	1
White	R	4	Carmi Township, Grayville.....	2
White	R	3	Enfield	1
White	Non-R	3	Norris City	1
			Number township high schools, "R" 1.	
Whiteside...	R	4	Fulton, Morrison, Prophetstown, Rock Falls, Sterling Township	5
Whiteside...	PR	4	Erie, Tampico	2
Whiteside...	PR	3	Albany	1
			Number township high schools, "R" 1.	
Will	R	4	Joliet Township, Lockport Township, Peotone, Plainfield, Wilmington	5
Will	R	3	Beecher	1
Will	R	2	Manhattan	1
Will	PR	2	Braidwood, Mokena	2
			Number township high schools, "R" 2.	

LIST OF HIGH SCHOOLS BY COUNTIES—Concluded.

County.	Recog.	No. Yrs.	Names of High Schools.	Total No.
Williamson.	R	4	Carterville, Herrin Township, Johnston City, Marion Township	4
Williamson.	R	2	Hurst	1
Williamson.	PR	3	Creal Springs	1
Williamson.	PR	2	Stonefort	1
			Number township high schools, "R" 2.	
Winnebago..	R	4	Harlem, Pecatonica, Rockford.....	3
Winnebago..	PR	4	Durand, Rockton	2
Winnebago..	PR	3	New Milford	1
Winnebago..	PR	2	Roscoe, Winnebago	2
Winnebago..	Non-R	3	Cherry Valley, Seward.....	2
Woodford ..	R	4	El Paso Township, Eureka Township, Meta- mora Township, Minonk, Roanoke Township, Washburn Township	6
Woodford ..	PR	3	Benson	1
Woodford ..	PR	2	Congerville, Secor, Spring Bay Township.....	3
Woodford ..	Non-R	2	Low Point	1
			Number township high schools, "R" 5; "PR" 1.	

SUMMARY.

Yrs.	R.	PR.	Total.	Non-recog- nized.	Total.	Twp. H. S.
4	414	78	492	27	519	129
3	20	48	68	35	103	3
2	26	76	102	155	257	8
	<u>460</u>	<u>202</u>	<u>662</u>	<u>217</u>	<u>879</u>	<u>140</u>

NOTE.—A large number of Township High School districts in addition to those given above, have been established within the last few months. Most of these schools, no doubt, will be in operation during the coming school year. These, along with other high schools, will receive recognition after complying with the requirements.

PLANS

FOR

ONE-ROOM SCHOOL BUILDING



Circular 104

UNDER THE DIRECTION OF

F. G. BLAIR

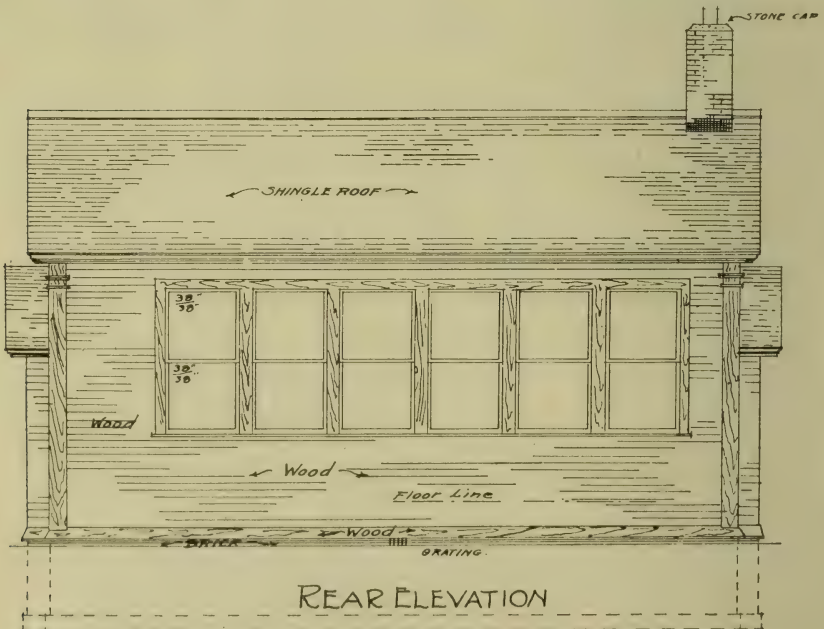
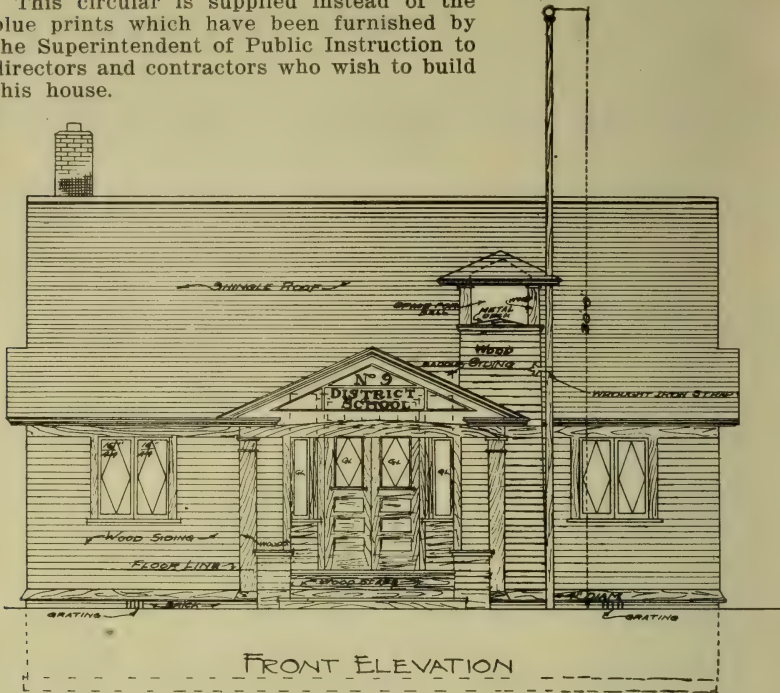
Superintendent of Public Instruction
State of Illinois

1916

[Printed by authority of the State of Illinois.]

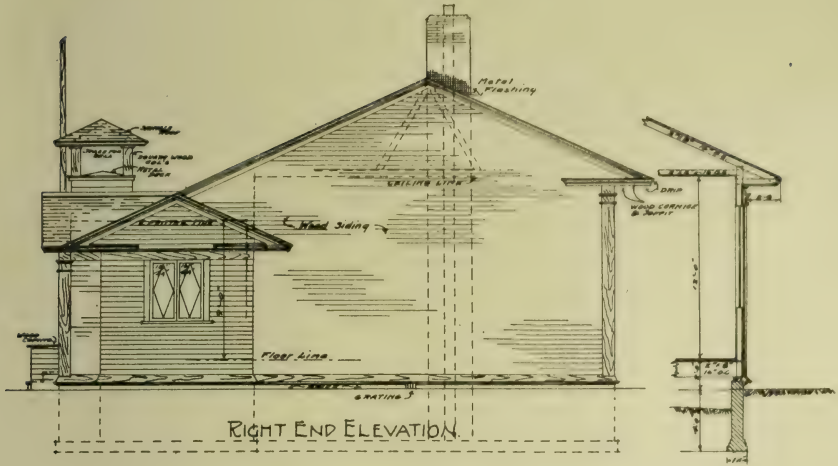
FRONT AND REAR ELEVATIONS.

This circular is supplied instead of the blue prints which have been furnished by the Superintendent of Public Instruction to directors and contractors who wish to build this house.

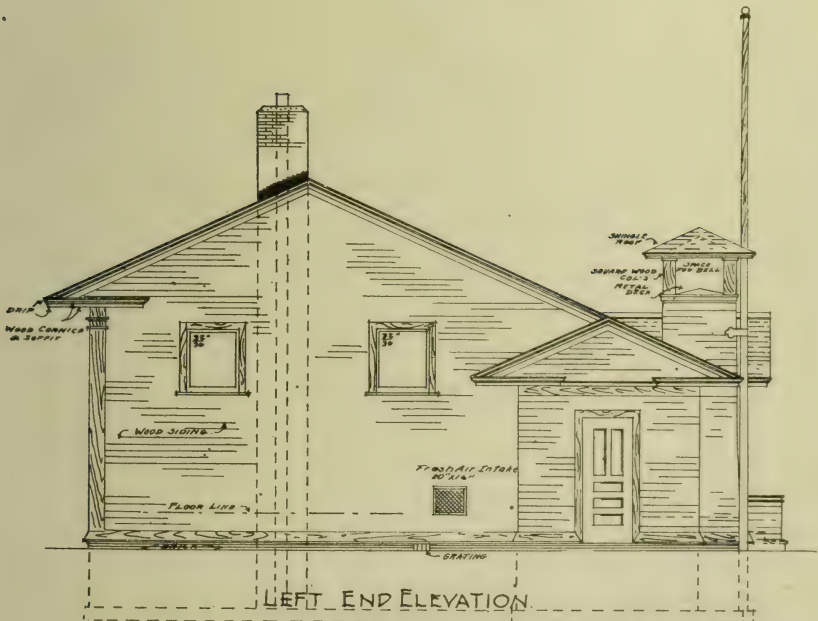


This side should be north, east or west if possible.

END ELEVATIONS.

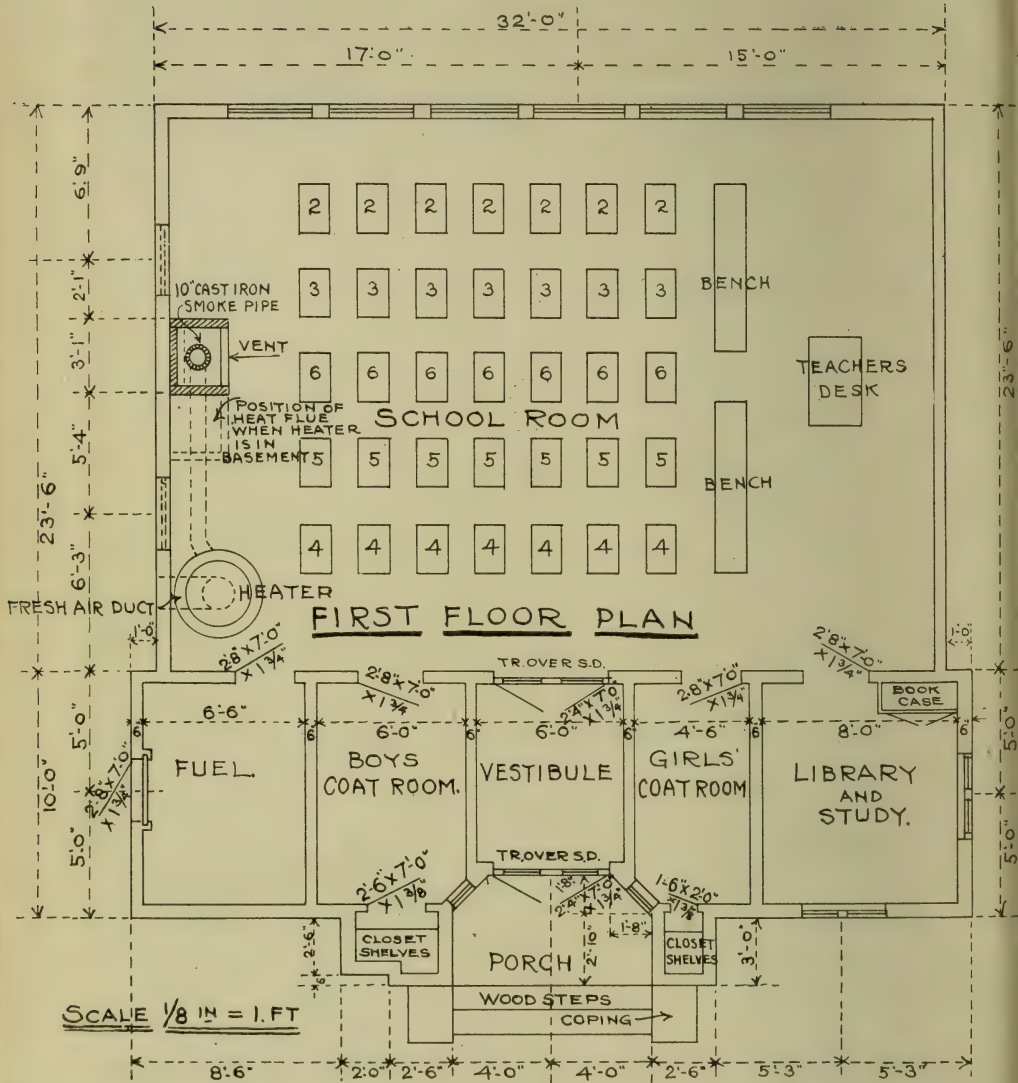


NOTE.—Some directors have broken the blank end by putting in false windows.



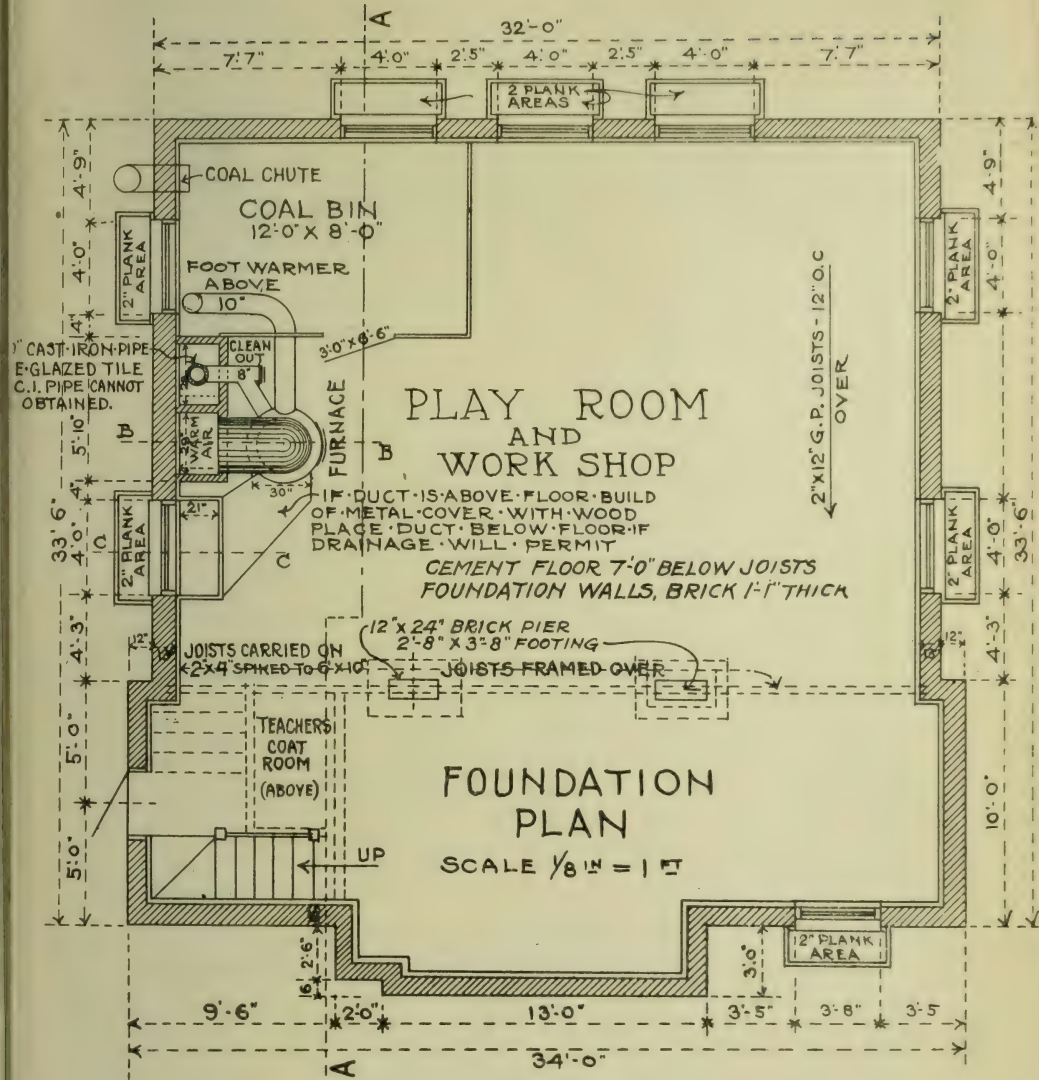
• When a basement is provided the door in the left end elevation is needed as an entrance to the basement. When there is no basement, it forms the entrance to the fuel room. But it must be protected by heavy planks on the inside. The fresh air intake is needed only when there is no basement.

FLOOR PLAN—WITHOUT BASEMENT.



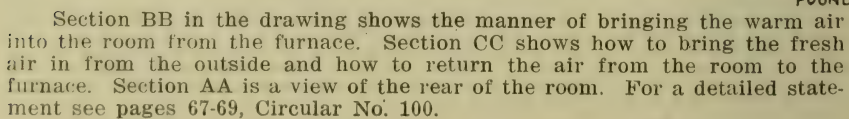
This illustration gives a clear idea of the dimensions, the location of the heater, pupils' and teacher's desks, etc. Blackboard should be placed in front and also in the rear at the side of the chimney under the high windows.

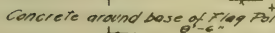
PLAN FOR A BASEMENT.



This basement plan shows the location of the furnace, the ventilating flue 21 by 29 inches, containing a 10-inch smokestack, the warm air flue, the fresh air intake, the stairs to the basement, the grade line door to the outside, and the door opening from within the room. Part of the space above is used for a teachers' coat room.

NOTE.—When such a basement is provided the floor plan is the same as that on page 4 except that the fuel room is used as the stairway.





FOUNDATION · PLAN

CIRCULAR 105

Circular 105 is the Institute Directory for 1916. It contains a list of county superintendents, the dates and locations of the institutes, the number of teaching positions in each county, and a list of the men and women who assist in conducting these meetings.

1880
1881
1882
1883





UNIVERSITY OF ILLINOIS-URBANA



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